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ABSTRACT

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in fourth grade classrooms (GUS 4) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the four-part teacher's guide provides background information about the program, GUS's multicultural approach and comprehensive prevention philosophy, major components of the GUS 4 program, and accessory materials. Part II includes information on using GUS, evaluating the program, and using the family involvement messages. Part III offers suggestions on classroom management, ways to teach problem solving, positive reinforcement, cooperative learning, and children's art, and lists 32 books for children, 24 books on cooperative learning for teachers, 4 publications for parents, and 23 organizational resources. Part IV provides instructional units on personal safety, drugs, stress management, refusal skills, friendship, and other topics. The units contain activities designed to help children develop social and self-management skills. The materials designed for children to take home include information sheets for parents about drugs, the importance of family and friends, physical health, parents as role models, the encouragement of children's reading, the effects of stress on children, and the creation of special times with their children. Sample awards for children and GUS promotional materials are attached. (AC)

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GROWING UP STRONG™

A Mental Wellness
and
LIFE SKILLS DEVELOPMENT **Program**
for Fourth Graders

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Research Funded by:
Oklahoma State Department of Mental Health
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Prevention Section

Developed by:
Center for Child and Family Development
Public Responsibility and Community Affairs
Continuing Education and Public Services
The University of Oklahoma

Teacher's Guide

GROWING UP STRONG™

A Mental Wellness
and
LIFE SKILLS DEVELOPMENT Program
for Fourth Graders

PS 020854

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The University of Oklahoma

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GROWING • UP • STRONG™

A Mental Wellness
and
LIFE SKILLS DEVELOPMENT Program
for Fourth Graders

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Oklahoma State Department of Mental Health
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Dedication

This edition of *GROWING UP STRONG for Fourth Graders* is dedicated to **Assistant Vice Provost John E. Steffens** in gratitude for his unfailing support of the GUS program. Dr. Steffens' administrative leadership within Continuing Education and Public Service at the University of Oklahoma has fostered diverse and complementary prevention programming in the Public Responsibility and Community Affairs Division. Although GUS experienced growing pains during rapid expansion, Dr. Steffens has remained both a strong advocate and an avid fan.

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I. About GROWING UP STRONG

What is GUS?

GROWING UP STRONG (GUS) is a prevention program designed to assist children in preschool through sixth grade in the development of strong mental health. The GUS program for fourth graders will help create a classroom environment which promotes mental wellness, an important factor in preventing the early onset of substance abuse.

GUS provides curriculum materials for classroom activities, information for teachers, and assists with family involvement. Ideally, the materials and concepts will become incorporated into daily lesson plans or will be delivered in a focused collaboration between teachers and counselors.

How Did GUS Begin?

The University of Oklahoma Center for Child and Family Development and the Washita Valley Community Action Council Head Start worked together on several early childhood education projects. They perceived a strong need to further emphasize activities with young children that would promote mental wellness and prevent problems, such as substance abuse, in the future. The GUS concept was a response to the need for a multifaceted approach to the promotion of mental wellness.

The pilot project for Preschool GUS began in July, 1983, and the final product was printed in August, 1986. Distribution of GUS for Kindergarten through First Grade (K-1) began in April, 1988. GUS for Second and Third Graders (2-3), GUS for Fifth and Sixth Graders (5-6), two Spanish bilingual supplements, and an American Indian Supplement for Preschool through Third Grade complete the current GROWING UP STRONG series.

A Multicultural Approach to Prevention

GROWING UP STRONG is based on the assumption that all children need a sense of belonging, heightened self-esteem, life skills development, and a positive self-concept. Multicultural education provides developmentally appropriate experiences for children based on both appreciation and respect for cultural differences. Respect for cultural differences is essential for decreasing prejudice and discrimination based on race, gender, social class, age, and mental or physical handicaps.

Cultural stereotyping is so pervasive in contemporary society that children begin to internalize negative attitudes toward themselves or others at a very early age. Children may limit their socio-cognitive development through low personal expectations or contribute to the low self-esteem of others through negative behavior. Promoting mental wellness and preventing substance abuse necessitates positive interactions between and among children and significant adults. Toward that end, teachers and adult family members can model multiculturally respectful behavior and demonstrate pride and acceptance of their cultures of origin. The importance of a more global approach to multicultural awareness should not be underestimated.

Comprehensive Prevention and GUS 4

A comprehensive prevention approach utilizes the widest possible range of strategies to address the prevention needs of a community. It is based on the premise that communities adopting a comprehensive approach to prevention have a greater impact than those using a single strategy.

The following strategies have been adapted from publications of the Southwest Regional Center for Drug-Free Schools and Communities at the University of Oklahoma (See *Resources*).

1. **Life Skills Development** addresses social competencies needed for individuals to develop into functional adults with adequate coping strengths. These may include communication skills, decision-making skills, refusal skills, and problem-solving skills. The premise is that individuals who acquire life skills are better able to resist negative group pressure and find positive solutions to life problems.

2. **Alcohol and Other Drug Information** is a strategy that disseminates information about alcohol and other drugs that is factual, up-to-date, and not exaggerated. This strategy is based on the premise that providing accurate information, when used in conjunction with other prevention strategies, helps individuals make informed decisions, thus reducing their risk for alcohol and substance abuse.

3. **Alternative Activities** are organized, drug-free activities that promote a healthy lifestyle. It is based on the premise that when individuals participate in drug-free activities, they are less likely to develop an alcohol/substance abuse problem.

4. **Social Policy** addresses a community's written and unwritten customs and practices regarding alcohol and drugs. This strategy is based on the premise that when a community adopts and enforces consistent norms and policies against the illegal use of alcohol and other substances, both use and abuse will decline in the community.

5. **Constituency Development** is a strategy that aims to expand prevention programs within a community. It is based on the premise that communities having a wide range of services available will have a greater impact than those with limited services.

GUS 4 offers life skills development for children as well as age-appropriate alcohol and other drug information. The family involvement component involves constituency development, utilizing parents as agents of prevention. Alternative activities and examination of social policy are strategies usually addressed by a community task force or civic group, although an introduction to group process for fourth grade students has been included.

Major Components of the GUS 4 Program: An Overview

Because a child's self-concept and other characteristics of mental wellness are so complex, portions of GUS should be allowed to find their way into all aspects of the classroom and home. GUS 4 has been designed as an integral part of an on-going school curriculum. Major components include teacher information, classroom activities, family involvement messages, and program evaluation information.

Classroom Activities

GUS 4 classroom activities can be used with small groups of children, with individual children, or with the class as a whole. Teachers, counselors, or well-trained volunteers can deliver the curriculum. Many of the GUS activities blend well with other units already included in lesson plans. Rather than having a specific "GUS Time" or adding yet another component to an already crowded curriculum, teachers can incorporate aspects of the GUS program into weekly lesson plans.

GUS 4 activities promote life skill development such as decision-making, problem-solving, assertiveness, accepting responsibility, cooperation, self-expression, and critical thinking. Fourth grade is a transition year for most children. Background research indicates that developing friendships becomes a critical task for children by fourth grade. Development of peer support through cooperative learning and the Voyagers Club is emphasized in GUS 4.

Teaching Personal Safety addresses the need for children to have requisite knowledge in order to make informed decisions. Ignorance can be very dangerous. Age appropriate, factual information about alcohol and other drugs is a cooperative learning exercise for children which is reinforced by a family involvement message.

Teacher Information

Information for teachers includes classroom management, problem-solving techniques, and positive reinforcement. Cooperative learning, utilizing the Voyagers Club format, is introduced as a generation of peer support. The necessity for children's art in the cognitive development process and the use of art in self-expression accompanies a list of books and resources for teachers, families, and children.

Accessories

GUS and GUSSIE dolls and puppets have become the hallmark of the GROWING UP STRONG program for preschool through third grade. GUS 4 features GUS, GUSSIE, and their six multicultural friends puppets. The GUS and GUSSIE characters and their multicultural friends are a registered trademark of the Center for Child and Family Development. The puppets provide a visual framework for ongoing discussions and become the children's friends and confidantes as well as symbols of mental wellness. GUS and GUSSIE dolls are recommended for fourth grade in learning disabled classrooms or when fourth grade is the lowest grade in a school setting. The dolls provide additional security for children during the transition period.

Both dolls and puppets are used as surrogates for children who are learning problem-solving and assertiveness. The teacher can ask, "What would GUS and GUSSIE do?" This places less pressure on a child than asking directly what the child would do. During skill acquisition, the children are protected from internal or peer criticism by practicing skills through GUS and GUSSIE and their friends.

GUSWARE *drugfacts™ Part I* computer software allows children to access factual information about commonly abused substances by their generic or street names. Developed for children ages eight to twelve, *drugfacts™ Part I* presents specific information on the substances, their negative effects on both mental and physical health, and the names of related substances. Software is available for Apple 2E, Apple 2C, Apple 2GS, IBM-XT, IBM-AT, and compatible computers.

Orders for dolls and puppets or information about other program accessories should be addressed to the Distribution Coordinator, Center for Child and Family Development, University of Oklahoma, 555 E. Constitution St., Suite 221, Norman, OK 73037-0005; or call (405)325-1446; (800)522-0772 ext. 1446 (inside Oklahoma) or (800)523-7363 ext. 1446 (outside Oklahoma).

II. Using GROWING UP STRONG

How To Use GROWING UP STRONG

The mental wellness concepts in GUS 4 can be seen as threads running through your classroom curriculi. Classroom management techniques and productive teacher-family-child relationships support a learning environment. The following suggestions are intended to make GUS 4 an effective prevention program while adapting to your specific classroom needs.

1. Introduce the GUS program to the families at the beginning of the school year. Communicate its purpose and benefits in a newsletter article, in a letter, during a parent meeting, at an open house, or use multiple methods. A sample letter is included on page 13.

2. Make a point to establish frequent, positive communication with families as part of your classroom routine. Maintaining contact with families is an important aspect of GUS 4. Club awards are effective, positive communication tools. Try to make all of your initial contacts with families pleasant ones.

3. Use the GUS 4 family involvement messages. Family involvement messages help parents to become effective preventionists.

4. If possible, have a meeting with families that features an important mental wellness topic. Stress management for children and positive guidance techniques are two possible topics. Successful community-based prevention programs involve families. Good resources for speakers are your county Health Department, Guidance Center, Parents Anonymous groups, Department of Mental Health prevention services, and continuing education or public service units of universities and colleges.

5. Use your GUS and GUSSIE dolls or puppets and their friends from the start. You will find that the children will quickly become attached to all the characters. It is important to keep the dolls or puppets in a place that the children respect, but is easily accessible. Classroom rules should include how and when the dolls or puppets may be used.

6. Blend a GUS 4 unit or activity into your regular lesson plan once per day or several times per week.

7. Select activities both you and the children will enjoy. Cooperative learning groups could choose to repeat or extend their favorites.

8. Let the classroom activities inspire you to develop additional activities. Have fun with mental wellness promotion; adults also need mental wellness.

9. Send *Drug Facts* home as well as using them in the classroom. Encourage families to discuss what the children have learned at school.

10. Provide community role models for your classroom while the children learn new skills and acquire critical information. *Teaching Personal Safety* is a format which combines role models with life skills development.

Program Evaluation

The Center for Child and Family Development validates all program evaluation instruments through a combination of face validity, concurrent validity, and experimental design validity. The standards used for reliability and validity are higher than those of traditional instruments because national norms or standardization are not used. To avoid potential for labeling children, CCFD program evaluation scales are not named. Each pretest establishes the baseline for an individual child and the post-test is used to construct correlations. Although the Observable Behavior Checklists, Levels I and II, found in Preschool GUS, GUS K-1, and GUS 2-3, are sometimes used for assessment and measurement, aggregate scores are necessary for evaluation purposes. We strongly suggest that total aggregate scores, not classroom aggregates, be used for program evaluation.

The evaluation instrument for fourth grade is self-administered and includes questions related to drug education. The instrument is in its final year of validation and will be available for fall 1990. Draft copies are available by request. Recipients of the current GUS 4 *Teacher's Guide* will receive copies of the final program evaluation instrument upon request. Contact CCFD for additional information.

Sample Introductory Letter to Families

(Date)

Introducing
GROWING • UP • STRONG™
for Fourth Graders

Fourth grade students will participate in a mental wellness promotion and substance abuse prevention program called GROWING UP STRONG (GUS). GUS includes factual, up-to-date drug education information as well as classroom activities to promote life skills development. Children need practice to acquire important skills such as decision-making, problem-solving, assertiveness, accepting responsibility, and making friends.

You will be hearing more about GUS 4 as the program progresses. "Messages" will be sent home with your child. Family involvement is a critical aspect of preventing alcohol and other drug use by children. Together, we can help children develop the mental strength they need to make good choices.

_____, Principal

_____ Elementary School

Before you begin using the GROWING UP STRONG program, you may wish to adapt this letter or a similar one to tell the children's families about GUS.

Using Family Involvement Messages

The messages are intended to have a billboard effect in order to capture the attention of families. After the initial message is delivered, more detailed information or examples are given. Send messages home as they fit with your classroom schedule. When possible, each family should receive a complete set.

Duplication Masters

Drug Facts, Not Fiction

Families Can Make a Difference

Friends Are Important People

Healthy Bodies, Healthy Minds

Be a Good Role Model

Reading is *FUN*damental

Stress Affects Children

Creating Special Times

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III. Teacher Information

Classroom Management

Rules of the Classroom

Although establishing rules is not always the best way to handle classroom problems, rules are necessary. Rules should be **simple, short,** and **make sense to children.** We cannot assume that children understand a rule or will remember to use it just because they have memorized it. Anybody who has ever run a stop sign by accident or gone in an "out" door by mistake will realize that we all forget rules. The main difference is that children tend to do this more often than adults as they do not have our years of experience and practice. In addition children are often more singularly involved in whatever they are doing or thinking and thus forget about rules.

It may be helpful if the children assist in establishing or negotiating the classroom rules. The need for rules could be discussed with them during a problem-solving exercise.

For example: "We have a problem in our computer lab lately. More students want to use computers than we have units. How might we solve this problem?"

Encourage the children to think of possible solutions to help them through a problem-solving process. Try brainstorming, discussion, voting, or consensus. Suggest that the class have a trial period in order to give the new rule (or idea) time to work. They can meet again either to evaluate the solution or perhaps decide on another approach.

Enforce Limits

Try not to make exceptions. Children need the security of consistency. When appropriate, have all the rules apply to all the children all the time. Be patient. Anger will only make a conflict situation worse. A child who continually tests the limits in your classroom may be provoking negative attention. Focusing on positive reinforcement should reduce the incidents of negative attention-seeking.

For example: "I like the way Alice and Ben are cooperating today," rather than, "George, why aren't you paying attention?"

Socially Acceptable Behavior

When the rules established for the classroom are broken, you might have a classroom discussion to talk about the rules and how they relate to socially acceptable behavior. Guide the children to several solutions to the problem. If the children helped establish the rules, in some situations they will all be able to help with a solution. You may be surprised how successful the children's solutions will be.

The importance of behaving in a socially acceptable manner is easy to demonstrate. When children form a line to walk through the hallway to go outdoors, the socially acceptable behavior is to keep one's place. What would happen if everyone decided to be first? Role-playing with eight to ten children will provide a visual demonstration of the need for socially acceptable behavior.

In the past, socially acceptable behavior has been lumped under "etiquette" or "manners". It is, however, much more than superficial civility. Knowing how to behave in a variety of circumstances enhances the development of self-esteem and a positive self-concept. More importantly, socially acceptable behavior diminishes some of the visible differences in behavior between members of different societal groups. Experiments have produced anecdotal datum which indicates young adults with basic social skills have a lower unemployment rate than their exact counterparts.

The importance of teaching and reinforcing socially acceptable behavior lies in how the behavior is interpreted by others. Why should a child hold a door open for an elderly person?

As a sign of respect?
Because doors are heavy?
To feel good about helping?
To experience a pleasant interaction?
To be "nice"?

The Voyagers Club is a good format for exploring socially acceptable behavior. If behavioral rules are generally known and there are set methods for excusing accidental behavior, courtesy reduces conflict in most social settings. Fourth grade children are capable of observation and interpretation of interactive behavior on a limited level. Social skills are an important part of life skills development.

Problem-Solving

We can help children progress toward independence and self-reliance by teaching a systematic method for making decisions and solving problems. Feeling distressed or helpless to cope with life's difficulties can effect a child's performance at school, relationships with others, and the child's self-concept. Research during the past ten years reveals that the more skilled a person is at decision-making, the less likely he is to become delinquent, to abuse alcohol and other substances, or to experience serious mental health problems.

Children who know how to think through a problem are better able to cope with the stresses of life. Problem-solving helps a child learn to utilize what he or she can do and turn it into effective action.

Five steps in problem-solving include:

1. **Define the problem.** State the problem as specifically as possible, making sure you focus on the problem itself and not the consequences of the problem.

2. **Discuss ways to solve the problem.** When working with a group of children, this is a good time to use brainstorming---encouraging them to think up as many solutions as possible. Keep in mind that what may seem like nonsense to you may make perfect sense to the children.

3. **Discuss the consequences of each possible solution.** Let the children imagine how each solution would effect other people or other classes. Begin to eliminate those solutions that will not work.

4. **Decide which solution to try and take action.** When working with a group of children have them vote on the solution they wish to try. If it does not work, have them choose another solution and try again.

5. **Evaluate the results.** Solutions that don't work are not necessarily failures. Use the results from one effort to discuss how another solution might work. Will the results be the same or different?

Brainstorming

Brainstorming is a way for everyone to feel comfortable about sharing ideas. The purpose of brainstorming is to hear every idea so that one suggestion triggers another. Children can learn another aspect of problem-solving using this group technique.

In brainstorming, it is very important to follow five basic rules:

- **Listen to every idea,** no matter how unlikely it sounds. Either the teacher or a student should be responsible for making a list.

- **Do not comment** on whether ideas are good or useful. List all ideas.

- There should be **no discussion** or comments until everyone has had a turn.

- **It is all right for children to repeat** an idea or to add to one already listed.

- **No criticism** should be allowed. All students should be praised for sharing.

Positive Reinforcement

Find at least one positive thing to say to every child during the day. As you do this, remember that your comments must be sincere. A child who is trying needs praise as well as one who actually succeeds.

In considering what to comment on, it is more productive if you comment on something the child is doing or has done. Avoid commenting about how a child looks or what he is wearing. Your comment can be as simple as, "Ann, I like the way you're working today!"

As you make positive comments to the children, try to make your language as descriptive as possible. Some examples of descriptive comments:

> "Jane, thank you for helping me pass out the papers. You pass them out very quickly and quietly."
>
> "John, I like the way you are treating your library book. Bookmarks are the best way to mark your place."

For some children, there are days when it can be extremely difficult for the teacher to find a positive action to mention. However, you need to find something to comment on that the child has done well or at least has done better than in the past. Positive reinforcement for trying or continuing to work at a difficult task heightens a child's self-esteem and increases the potential for success.

Cooperative Learning Model

Some of the classroom activities in this *GROWING UP STRONG Teacher's Guide* lend themselves to the *cooperative learning model* (see *Resources*). Cooperative learning is not a new concept but it has been resurrected in the past decade. Cooperative learning can be an effective tool for teaching academics, social skills, and respect for multicultural differences. Industrial nations, such as Japan, who utilize the model in work situations produce better and faster than those who do not. Students who are taught in cooperative learning groups are able to:

- learn assigned lessons;
- complete tasks efficiently;
- include all group members in their work;
- solve group problems with minimal teacher assistance;
- resolve differences among themselves; and
- enjoy the process of working together.

The cooperative learning model is recommended for teaching "Drug Facts" and for reinforcement to "Teaching Personal Safety" units.

Children's Art

Half of a child's brain is right hemisphere and responds to visual, musical, and motion-oriented phenomena. Although it is popular to think of individuals as "right brain" or "left brain" dominant, both hemispheres need stimulation to create wholeness. Consequently, art has a necessary place in a classroom curriculum.

Children have a strong natural drive to use visual media. Art can become a personal language in which children are able to externalize and express feelings for which they may have no words. Art can provide balance for the cognitive development process.

It is not necessary for a teacher to be artistically gifted in order to provide good art experiences. It is not necessary for a child to be artistically gifted to benefit from an art activity. Encouragement of the creative process and time to create are sufficient for fostering continuation of children's art forms.

The following points should be discussed or relayed to your students:

1. Art is a way of speaking without words. Communicating with art allows feelings to be transmitted from the artist to viewer.

2. Each child's artwork is important and should not be compared with that of another. (Note: While children's poster competitions and judged art shows are common, it is counter-productive for classroom creations.)

3. Respect for one's own creations and those of others is critical to the visual media process. Criticism or ridicule cannot be tolerated.

4. Art does not need to be pictorial. Colors, shapes, or abstract drawings are expressive and communicate feelings.

5. Research indicates that third graders are especially vulnerable to developmental blocks in art. As children begin to notice the visual disparity between a creation and an actual object, they may become discouraged or devalue their art. Encouragement is particularly important for fourth graders who may have reached that stage.

6. Art is a universal language. If you are able to expose your students to museum-quality art, you might note the different languages spoken by the artists.

In the right atmosphere, art becomes a stress management tool. The best response to a child's work is to find something you like and comment on it. For example, "I like the shape of your clouds," or "You used a lot of green---my favorite color."

Books and Resources

This compilation of books and resources will assist in your efforts to provide the best possible environment for children while working more effectively with their families. If families request books on sensitive subjects or special interests, the following books might be recommended.

Children's Books

Allison, Alida. *The Children's Manners Book.* Examples of caring and thoughtfulness help children understand the need for mannerly behavior.

Barton, Byron. *I Want To Be An Astronaut.* Bold illustrations introduce space travel to the young child.

Berger, Melvin. illus. by Marilyn Hafner. *Germs Make Me Sick.* Mixing information with reassurance, this books explains how some germs cause illness and how the body fights them.

Blos, Joan W. illus. by Marc Simont. *Martin's Hats.* With a change of hat, Martin begins a journey as far-reaching as his imagination.

Brooks, Dr. Robert. illus. by Susan Perl. *So That's How I Was Born.* A resource for parents to help them answer questions about sex frequently raised by children.

Brown, Laurene K. and Marc Brown. *Dinosaur's Divorce.* Children will find answers to some of their questions about life after divorce.

Charles, Donald. *Fat, Fat Calico Cat.* After suffering from eating the wrong kinds of foods, Calico Cat discovers the benefits of a proper diet.

Chlad, Dorothy. *Strangers.* Not cutesy or scary---rules for safe behavior around people children don't know.

Chlad, Dorothy. *Playing on the Playground.* This book illustrates the importance, both multiculturally and for special needs, of obeying safety rules.

Clifton, Lucille. illus. by Ann Grifalconi. *Everett Anderson's Goodbye.* Everett Anderson has a difficult time coming to terms with his father's death.

Combs, Ann. illus. by J.J. Smith-Moore. *How Old Is Old?* Alistair's grandfather demonstrates that old is a relative concept.

Esbenson, Barbara Juster. illus. by Helen K. Davis. *The Star Maiden.* This version of an *Objiway* legend tells of the Star Maiden who longs to come to Earth and live among the people.

Handford, Martin. *Find Waldo Now.* This unusual game book follows Waldo as he travel through time to visit cavemen, ancient Egyptians, Vikings, Romans, Aztecs, and many more.

Havill, Juanita. illus. by Anne Sibley O'Brien. *Jamaica's Find.* Children will identify with Jamaica when she rejoices as a lost toy is returned to its owner.

Hoffman, Mary and Joanna Burroughs. *My Grandma Has Black Hair.* Sylvia's granddaughter learns that her grandma is very special---and different.

Lindbergh, Reeve. illus.by Susan Jeffers. *The Midnight Farm.* A mother and son make a reassuring tour of a farm at midnight, sharing a vision of nature and humanity in harmony.

Mellanie, Bryan. *Lifetimes.* Wonderful illustrations explain that all living things have their own special lifetimes.

Munsch, Robert. illus. by Michael Martechenko. *Paperbag Princess.* The clever princess outsmarts the dragon and rescues her prince.

Munsch, Robert. illus. by Shelia McGraw. *Love You Forever.* A heart-touching story of the relationship between a mother and her son.

Murphy, Joanne Brissan. *Feelings.* This book portrays the basic human emotions experienced by all children.

O'Brien, Robert C. *Mrs. Frisby and the Rats of NIMH.* A thought-provoking and enjoyable tale of fantasy and science fiction.

Polacco, Patricia. *The Keeping Quilt.* Ms. Polacco tells the story of her own family and the quilt that remains a symbol of their enduring love and faith.

Spier, Peter. *Dreams.* Share the imaginative fantasies of two children as they enjoy the spell of a warm summer day.

Spier, Peter. *Oh, Were They Ever Happy.* Three children stretch their imaginations to create a riot of colors.

Spier, Peter. *People.* A delightful look at the faces, homes, and customs of the people of the world.

Steig, William. *Spinky Sulks.* A humorous, sensitive depiction of a child's tender feelings, one with which all children can identify.

Steptoe, John. *Mufaro's Beautiful Daughters.* Children will enjoy the Cinderella outcome of this modern African fable.

Stinson, Kathy. illus. by Heather Collins. *The Bare Naked Book.* More than 100 full-color drawings encourage the young child explore and discover his/her own body.

Waber, Bernard. *Ira Says Goodbye.* This story is a great help to children who dread change.

Warner, Gertrude Chandler. *The Boxcar Children Books.* Suitable for reading aloud to 4-year-olds, this series also appeals to adventurous 11-year-old readers. Set includes *The Boxcar Children, Surprise Island,* and *The Yellow House Mystery.*

Wood, Don and Audrey. *Elbert's Bad Word.* This tale is certain to tickle anyone who has been shocked by bad language.

Zolotow, Charlotte. *A Tiger Called Thomas.* This gentle story reassures children that making friends isn't as hard as it seems.

Cooperative Learning

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Cohen, E. *Designing Groupwork.* 1986. New York: Teachers College Press.

Dishon, D. and P. O'Leary. *A Guidebook for Cooperative Learning.* 1984. Holmes Beach, FL: Learning Publications.

Glasser, W. *Control Theory in the Classroom.* 1986. New York: Harper & Row.

Johnson, D.W. and F. Johnson. *Joining Together: Group Theory and Group Skills.* 1986. Englewood Cliffs, NJ: Prentice-Hall.

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Johnson, Roger, David Johnson and Edythe Johnson Holubec, editors. *Structuring Cooperative Learning: Lesson Plans for Teachers.* 1987. Original lessons from network teachers across the U.S. and Canada, providing samples for all grade levels and subject areas.

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Kagan, S. *Cooperative Learning: Resources for Teachers.* 1988. Laguna Niguel, CA: Resources for Teachers.

Kohn, A. *No Contest.* 1986. Boston: Houghton Mifflin.

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Orlick, T. *Cooperative Sports and Games Book.* 1982. New York: Pantheon.

Pepitone, E. *Children in Cooperation and Competition.* 1980. Lexington, MA: Lexington Books.

Rhoades, J. and M. McCabe. *Simple Cooperation in the Classroom.* 1985. Willits, CA: ITA Publications.

Schmuck, R. and P. Schmuck. *Group Processes in the Classroom.* 1983. Dubuque, Iowa: Wm. C. Brown.

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Sharan, S. and Y. Sharan. *Small-Group Teaching.* 1976. Englewood Cliffs, NJ: Educational Technology Publications.

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Slavin, R., S. Sharan, S. Kagan, R. Lazarowitz, C. Webb and R. Schmuck (Eds.). *Learning to Cooperate, Cooperating to Learn.* 1985. New York: Plenum.

Winget, P. (Ed.) *Integrating the Core Curriculum through Cooperative Learning: Lesson Plans for Teachers.* 1987. Sacramento, CA: California State Department of Education.

Books for Parents

Berends, Polly Berrien. *Whole Child/Whole Parent.* Offers a simple perspective that will change your views on parenting.

Greenspan, Stanley, M.D. and Nancy Thorndike Greenspan. *The Essential Partnership.* Methods for turning problems into challenges to create better, stronger family relationships.

Trelease, Jim. *The Read Aloud Handbook.* An approachable, no-nonsense guide to stimulating a child's interest in books through reading aloud.

U.S. Department of Education. *Becoming a Nation of Readers: What Parents Can Do.* A brochure full of practical advice delivered in a reassuring way.

Prevention Technology Resources

Drug-Free Schools and Communities Centers

Northeast Regional Center for Drug-Free Schools and Communities
12 Overton Avenue
Sayville, NY 11782-0403
(516)589-7022

Southeast Regional Center for Drug-Free Schools and Communities
100 Edgewood Avenue
Suite 1110
Atlanta, GA 30303
(404)688-9227

Midwest Regional Center for Drug-Free Schools and Communities
2001 N. Clybourn
Suite 302
Chicago, IL 60614
(312)883-8888

Southwest Regional Center for Drug-Free Schools and Communities
555 E. Constitution Street
Norman, OK 73037
(405)325-1454

Western Regional Center for Drug-Free Schools and Communities
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503)275-9479
(800)547-6339 (outside Oregon)

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma
555 E. Constitution Street
Suite 221
Norman, OK 73037
(405)325-1446

Oklahoma Federation of Parents
4021 South Harvard Avenue
Suite 206
Tulsa, OK 74135
(918)742-2288

National Federation of Parents
Communication Center
1423 N. Jefferson
Springfield, MO 65802
(417)836-2709

National Prevention Implementation Program
8201 Greensboro Drive, Suite 600
McLean, VA 22102
(703)556-0212

Office for Substance Abuse Prevention
Rockwall II
5515 Security Lane, Ninth Floor
Rockville, MD 20852
(301)443-0365

National Clearinghouse for Alcohol Information (NCALI)
P.O. Box 2345
Rockville, MD 20852
(301)468-2600

The National PTA
700 North Rush Street
Chicago, IL 60611
(312)787-0977

National Institute on Drug Abuse (NIDA)
5600 Fishers Lane
Rockville, MD 20857
(301)443-6500
(800)638-2045

Oklahoma State Department of Mental Health
and Substance Abuse Services
Prevention Section
P.O. Box 53277
Oklahoma City, OK 73105
(405)271-8755

Area Prevention Resource Center - Ardmore
Mental Health Services of Southern Oklahoma
2530 S. Commerce, Building A
Ardmore, OK 73401
(405)223-5070

Area Prevention Resource Center - Clinton
New Horizons Mental Health Center
90 North 31st
Clinton, OK 73601
(405)323-6021

Area Prevention Resource Center - Lawton
116 N.W. 31st Street
Lawton, OK 73502
(405)355-5246

Area Prevention Resource Center - Muskogee
Green Country Mental Health Services, Inc.
619 North Main Street
Muskogee, OK 74401
(918)682-8407

Area Prevention Resource Center - Norman
Norman Alcohol Information Center, Inc.
225 W. Duffy
Norman, OK 73070
(405)321-6446

Area Prevention Resource Center - Oklahoma City
Eagle Ridge Institute, Inc.
4801 N. Classen, Suite 110
Oklahoma City, OK 73118
(405)840-1380

Area Prevention Resource Center - Oklahoma City
A Chance to Change Foundation
5900 Mosteller Drive, Suite 500
Oklahoma City, OK 73112
(405)840-9000

Area Prevention Resource Center - Shawnee
DARE of Shawnee, Inc.
429 N. Union
Shawnee, OK 74801
(405)273-1170

Area Prevention Resource Center - Tulsa
OSU College of Osteopathic Medicine
Area Health Education Center
1111 West 17th Street
Tulsa, OK 74107
(918)582-1972

IV. Classroom Activities

Teaching Personal Safety Units

Each year millions of children are injured in major or minor accidents at school, at home, or while playing. Children need to know that accidents can be prevented. Personal safety is a unit which can be presented to your class on an ongoing basis throughout the school year. Most communities have a variety of organizations which can be contacted to make short presentations on personal safety. Below are several personal safety categories along with suggestions on how to address them. Community representatives become positive role models for the children as they provide important information about becoming a safe person.

Fire Safety

Contact your local fire department to request a program on fire safety for your class. Most fire safety programs include discussions on how to plan emergency exit routes from the home. Many fire departments will arrange for children to see a fireman fully equipped in protective clothing. This acquaints children with the odd appearance of a fire fighter during an emergency and assures them that firemen are their friends. Have the children plan emergency escape routes from their classroom or homes, including back-up plans in case the halls should be smoke-filled or blocked. The children might also draw pictures of fully equipped firemen with their fire truck.

Safety on Wheels

Most law enforcement agencies will be happy to present a program on *bicycle safety,* including care and maintenance of a bicycle, traffic regulations, and the advisability of wearing protective gear. This unit could also include information on *roller skating and skateboard safety.* Have the children draw a picture or write a story about bicycle safety, with special emphasis on proper hand signals when bicycling in traffic. Plan a time for practicing bicycle safety in the school yard. Discuss the need for protective gear when using a skateboard.

Water Safety

The Red Cross provides water safety information for swimmers. Even young children can learn the basics of water rescue as an infant can drown in a few inches of water--in the bathtub or a child's inflatable pool. Knowledge of water safety rules such as swimming with a "buddy" and avoiding swollen streams might save a child's life.

Gun Safety

Your local police or sheriff's department can present a program on gun safety. In some states, the Wildlife Commission has gun safety materials suitable for children. Afterwards, the children could write a story or draw a picture about gun safety. Where do guns belong? Is an unloaded gun safe? Children have shot their playmates, thinking a real gun was a toy. *Guns and children do not mix.*

Traffic Safety

Boy Scouts earn a safety merit badge for learning traffic safety and might be a good source for a short presentation. Police departments or the Highway Patrol might provide a presentation on pedestrian and car passenger safety. Using seat belts should be emphasized.

Safe at Home

State university extension programs often present short programs on safety in the home including hints on how to deal promptly with emergencies. The children could write a story or draw a picture about how their homes are made safe against accidents, for example, smoke alarms, storage of cleaning supplies and medicines, and poison prevention.

State poison control centers provide programs on poison safety. Ask the children to make a list of potentially dangerous poisons in and around their school or home. Household cleaning supplies often contain hazardous ingredients if ingested or mixed with others.

First aid is usually taught by Red Cross volunteers but older Scouts may be qualified to teach basic first aid to your children. The minimum skill level needed for children to be "safe" includes mastering the Heimlich maneuver, dressing cuts and scrapes, pressure points for cessation of bleeding, handling burns, and temporary treatment of sprains and broken bones. Although most fourth grade children do not have the lung capacity necessary for CPR, an introduction to the techniques could be useful.

Safe from AIDS

Your state or local Health Department or in some states, Mental Health Department, can provide age-appropriate information about AIDS. Misinformation may cause phobic reactions, increase stress, and leave children unprotected. Even if you utilize an AIDS curriculum, a community representative might enhance a free exchange of fears for information. The emphasis for fourth grade children should be on the dangers of touching discarded needles and the need to inform adults when used syringes are found.

Three safety activities for the classroom have been included on the following pages. Community representatives may have additional activities--coloring books, information sheets, or brochures--to give your students.

Fire Safety Activity

Objective:

To teach the child to be prepared in case of a fire emergency.
To teach fire prevention.

Background Information:

More than 300 people die each year in residential fires as a result of child fireplay and it is the leading cause of death of preschool children in residential fires. Each year more than $150 million in property damage is caused by residential fires as a result of children playing with fire (matches or lighters). Smoke detectors were not present in 84 percent of the homes where preschool fatalities occurred. Thirty-eight percent of all children in grades one through eight have played with matches or lighters.

The best way to handle a fire emergency is to be prepared by talking about what to do and practicing fire drills.

Rules to reinforce:

1. Never play with matches, lighters, fireworks, candles, kerosene, gasoline, or other flammables, including chemicals found around the house.

2. Talk about what to do in case of a fire -- have a plan.

3. Don't plug too many appliances into one outlet.

4. Know how to report a fire.

5. If clothing is on fire, **stop, drop, roll!**

Reinforcement:

Have the children practice stop, drop, and roll, followed by a fire drill. The children could draw a simple floor plan of their homes and mark escape routes from their bedrooms. In some houses, that might be out their bedroom windows.

Gun Safety Activity

Objective:

To reinforce that guns are dangerous and should never be touched.
To teach problem-solving.

Background Information:

It has becoming a frequent occurrence for a child to find a gun kept hidden in the home and accidently shoot a friend or relative. Children must be taught never to touch a gun or to point it at someone. It is important to teach children what to do if they encounter guns at a friend's house. They should not touch the gun and they should tell their friend to leave it alone. If the friend persists in playing with the weapon, the child should leave the house *immediately* and tell an adult what is happening. A child should never attempt to take the gun away from a friend.

Guns and children do not mix. Accidental deaths caused by the possession of guns in the home are four times more numerous than those caused by robbers.

Problem-Solving:

1. What would you do if you found a gun in someone's home?

2. What would you do if your friend wants to play with a gun?

3. How would you know the difference between a real gun and a toy?

Traffic Safety Activity

Objective:

To teach the basic rules of safety for pedestrians and car passengers.

Background Information:

Traffic has always been a hazard for children. From the time a child is old enough to cross the street alone until he is able to drive a car, learning traffic rules is important.

Pedestrian Safety

- Cross at intersections.
- Look both ways and around corners for oncoming cars; even if the light is green.
- Don't play in the street.
- Walk, do not run across the street.
- Do not cross the street between parked cars.
- Be extra careful when you cannot see well in rain, snow, fog, or at night.
- When walking in the street, walk facing oncoming traffic.

Passenger Safety

The automobile is the number one killer of children under the age of five years. Ninety percent of these deaths could be avoided with the use of seat belts or proper restraining devices.

Rules for riding in a car or bus:

- Always use a seat belt.
- Do not talk to the driver while driving in heavy traffic.
- If the driver is tired or bored, talking can help keep the driver alert.
- Never argue, talk loudly, or play rough in a car or bus.
- Lock the doors and keep hands, heads, and feet inside the car or bus.
- Never throw anything from the vehicle.

Voyagers Club

The purpose of the Voyagers Club is to encourage children to solve problems related to the development of socially acceptable behavior and making friends. The ability to behave in a socially acceptable manner, in combination with life skills acquisition, promotes a positive self-concept in children. Children who are accepted by their peers and interact well with adults develop and maintain good mental health.

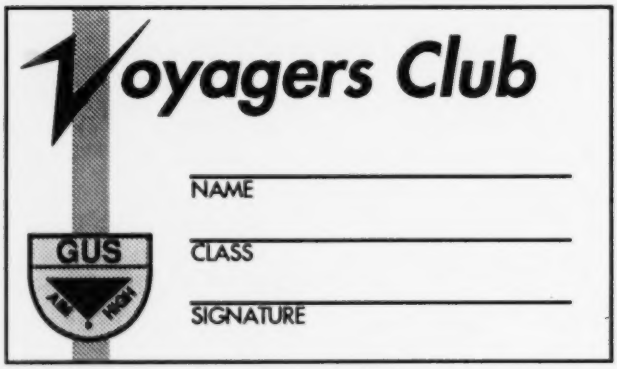
With the guidance of a teacher or counselor, club members should establish rules and procedures which promote peer support. The children should become good examples for each other, encouraging commitment to the rules. Problem-solving when the rules do not fit or when new situations arise can be accomplished with brainstorming.

"Passport to Adventure" (see page 42), an innovative way to teach geography and multicultural awareness, can be incorporated within the Voyagers Club or used separately. Discussing cultural differences in socially acceptable behavior is a good reinforcement activity.

Although the club concept is flexible, some suggestions for starting a Voyagers Club are as follows:

1. Establish rules for treating each other with courtesy and respect.
2. Mediate disputes through problem-solving, opinion panels which rotate membership during the school year.
3. Brainstorm (see page 18) solutions to classroom dilemmas using suggested problem-solving techniques.
4. Utilize cooperative learning techniques for group work.
5. Increase feelings of competency and self-esteem through helping each other acquire life skills.
6. Promote peer support for socially acceptable behavior.
7. Reduce stress through having fun!

The Voyagers Club card makes membership "official". The duplication master can be copied on card stock or any stiff paper. If copied on regular paper, it can be glued or taped to construction paper or cardboard.



The Voyagers Club badge could be worn at club meetings or taken home to show a child's family. The duplication master can be copied on card stock or regular paper and "laminated". A paper badge could be glued to cardboard for durability.

Good Friend Award

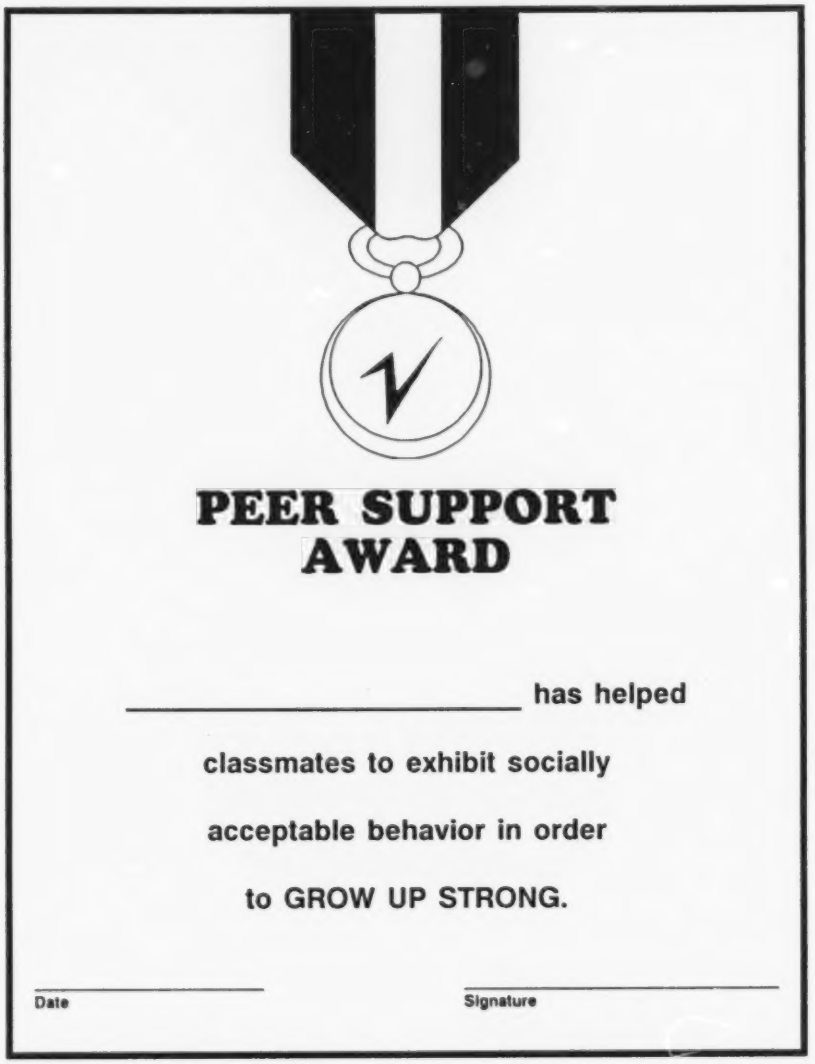
As the children in the Voyagers Club begin to explore the concept of friendship, they will become more aware of interactive behavior. The Good Friend Award is designed to reinforce positive behavior. The award may be given by teachers, counselors, principals, or through nominations from the children. When the award is given, be specific about the reason for the award. Try to insure that all children receive an award during the school year. If a child appears unable to exhibit good friend behaviors, some additional guidance may be warranted. Children develop at different rates, but the ability to share, offer help, or compromise for mutual benefit should be in evidence by the close of fourth grade.

Reproduction on colored paper makes the Good Friend Award more appealing. A duplication master is included in the pocket of your GROWING UP STRONG kit.

Peer Support Award

When children in your class or students in a cooperative learning group help each other exhibit socially acceptable behavior, the Peer Support Award reinforces the peer support concept. On an especially good day at school, the entire class might deserve an award.

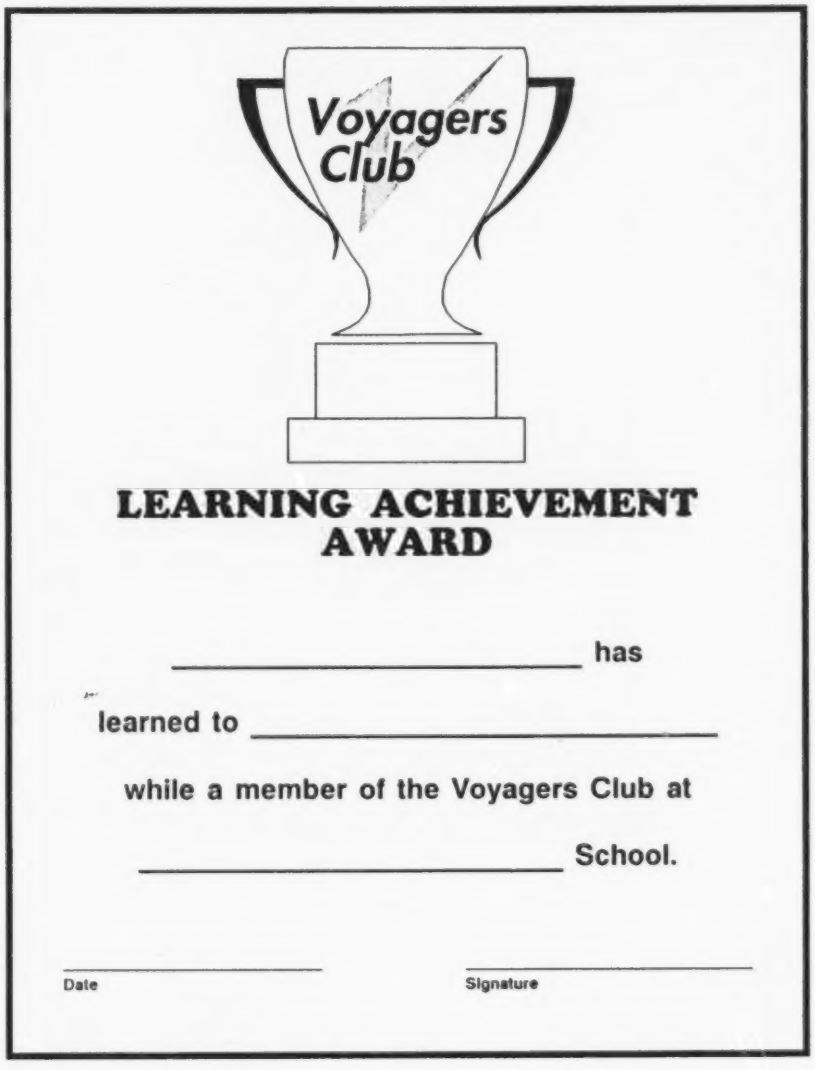
Any adult who observes peer support could nominate a child or a group of children. It is possible that some children will recognize the peer support behaviors in action and they, too, could nominate recipients.



Reproduction on colored paper makes the Peer Support Award more appealing. A duplication master is included in the pocket of your GROWING UP STRONG kit.

Learning Achievement Award

When individual children or cooperative learning groups master "Drug Facts" or some other unit or concept, the Learning Achievement Award reinforces the skill acquisition and serves as an important message to families. This award can be used for learning achievements not related to the Voyagers Club as well. All faculty members who have contact with the fourth graders should nominate children for this award. Learning disabled children should receive the award as they master each part of a unit or skill.



Reproduction on colored paper makes the Learning Achievement Award more appealing. A duplication master is included in the pocket of your GROWING UP STRONG kit.

Drug Facts

"Drug Facts" should be introduced **after** program evaluation pretests if you are evaluating GUS 4 in your classroom. Although research indicates that parents are the most effective source of factual drug information for children, not all parents communicate well with their children. Information about Drug Facts is included in the family involvement message duplication masters. In order to be effective and have a positive impact on future decision-making, alcohol and other drug information must be **factual, up-to-date,** and **not exaggerated.**

Drug Facts, Part I includes drugs which are termed "gateway" substances. Gateway substances are those which individuals report having tried first, in particular alcohol and tobacco. Accurate information, combined with other prevention strategies, such as GROWING UP STRONG, help children to make better choices. Because of the wide variety of illegal and prescription drugs, it is almost impossible to recognize physical differences among drugs. Children need to know never to eat, drink, or sniff any substance offered by a person not designated in advance. Drug Facts, Part II includes substances frequently called "hard" drugs. It is important to note, however, that there are no "soft" drugs.

It is unlikely that children in fourth grade will be offered the drugs listed in Part II, with the exception of crack. Crack is a pellet-like form of cocaine which is extremely addictive. Because children are known to be employed as drug "runners" in some urban areas, younger children are being exposed to crack. The immediacy of addiction causes crack to be an attractive lure for recruiting children into the illegal drug business.

The age of first drug use has dropped in some states and may become a national trend. Because communities vary so greatly, it is necessary for teachers, families, and school authorities to judge how extensive a drug information unit should be. Please note that "scare tactics" **do not** work and may be counterproductive.

Computer Software

GUSWARE *drugfacts™ Part I* computer software allows children to access factual information about commonly abused substances by their generic or street names. Developed for children ages eight to twelve, *drugfacts™ Part I* presents specific information on the substances, their negative effects on both mental and physical health, and the names of related substances. Software is available for Apple 2E, Apple 2C, Apple 2GS, IBM-XT, IBM-AT, and compatible computers. For more information on **GUSWARE** *drugfacts™*, call or write the Center for Child and Family Development.

Drug Facts, Part I

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

Drug Facts, Part II

Substance	Street Names	Appearance	Usage	Comments
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked	Cocaine is a commonly abused substance with some legitimate uses. Sniffing cocaine can cause ulcers in the nasal passage. Injecting cocaine with contaminated syringes can cause AIDS, hepatitis, and other serious diseases.
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets--or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked	Crack or freebase rock is extremely addictive. The use of cocaine in any form can result in heart attack or respiratory failure.
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages	Amphetamines can be prescription drugs or made in illegal labs. Users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. An amphetamine injection can result in stroke, very high fever, or heart failure.
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Capsules, usually red, yellow, blue, or red/blue	Taken orally	Barbiturates are prescription drugs. If abused in very large doses, depressants can cause respiratory depression, coma, and death. Use can lead to both psychological and physical dependence.
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked	Heroin is an illegal substance. Tolerance develops rapidly and dependence is likely. Use of contaminated syringes may result in diseases such as AIDS and hepatitis.
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked	Phencyclidine (PCP) interrupts the functions of the section of the brain that controls the intellect. Large doses may produce convulsions, coma, and heart and lung failure.
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid	Lysergic acid (LSD) is an illegal substance and can cause increased heart rate, loss of appetite, sleeplessness, and tremors. Users may experience panic, confusion, anxiety, and loss of control.
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks--chewed, swallowed, or smoked Tablets and capsules--taken orally	Mescaline and peyote are illegal substances which can cause illusions and hallucinations. A user may have serious psychological reaction to either of these substances.
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed	Psilocybin is an illegal substance. As with all hallucinogens, users may experience delayed effects, or flashbacks after use has ceased.

Note: Peyote is legal for use in certain religious ceremonies of the Native American Church. Federal permits are required to pick, possess, or use peyote for religious purposes.

Drug Facts, Part III

Substance	Street Names	Appearance	Usage	Comments
Designer Drugs				
In order to circumvent, or get around, legal restrictions on chemical formulas for legal drugs, underground chemists modify the molecular structure of illegal drugs to produce analogs known as designer drugs. These substances can be several hundred times stronger than the drugs they are designed to imitate.				
Analogs of Phencyclidine (PCP)	PCPy PCE	White powder	Taken orally Injected Smoked	This PCP analog can cause delusions, hallucinations, and impaired perception.
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	Ecstasy MDM STP PMA	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages	These analogs can cause nausea, blurred vision, chills or sweating, and faintness. Even one dose can cause brain damage.
Analogs of Fentanyl and Meperidine (Narcotic)	Synthetic Heroin China White MPTP MPPP	White powder often resembling heroin	Inhaled through nasal passages Injected	The narcotic analogs can cause symptoms such as those seen in Parkinson's Disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.
Prescription or Controlled Substances				
Stimulants	Amphetamine Ritalin Cylert Voranil Sandrex	Pills Capsules Tablets	Taken orally Injected	Using large amounts of stimulants over a long period of time can cause hallucinations, delusions, and paranoia.
Tranquilizers	Valium Librium Equanil Miltown	Tablets Capsules	Taken orally	The use of depressants can cause both physical and psychological dependence.
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally	Larger doses can produce slurred speech, staggering gait, and altered perception.

Over-the-counter substances are often mistakenly considered safe because they are sold without prescription. The overuse of many of these substances can produce strong side effects, especially when they are combined with alcohol or other drugs. Even caffeine-based substances, such as anti-fatigue products, can cause behavioral changes such as anxiety and restlessness. Children should be supervised by a responsible adult whenever taking any medication.

Anabolic steroids are a group of powerful compounds closely related to the hormone testosterone. Legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer. Users subject themselves to more than 70 side effects ranging from acne to liver cancer, including some psychological reactions. The cardiovascular and reproductive systems and the liver are most seriously affected by steroid use. Steroids are available orally as tablets, capsules, or liquids.

Drug Facts Reinforcement

Although there are a number of ways to teach factual information about drugs, CCFD recommends cooperative learning. Many of the technical words will be new to fourth graders and some of the concepts--dependence, for example--are abstract. Part I should be mastered by a group before they proceed to Part II. Part III is the most difficult to master as it involves the molecular structure of certain substances.

Rather than expecting the children to memorize all the material, basic facts are important. For example, alcohol is a legal drug. Legal drugs can be abused. All use of illegal drugs is unlawful. Some drugs are more dangerous than others, but all drugs, except those prescribed by a doctor or given by a responsible adult, are dangerous to children. Fourth graders lack the life experiences necessary to entirely comprehend an addiction. Spreading the materials over several weeks will allow children to absorb the information. Encourage the children to ask questions about what they hear from older students.

The following methodology is recommended:

1. divide the class into cooperative learning groups;
2. groups should fully master each part before advancing;
3. groups should record any questions they have for class discussion.

Alternatives:

- Have a community role model answer questions not fully covered by class discussions.
- Use the peer leadership concept to answer questions by having older children previously trained in drug education participate in class discussions.

Class Discussion Topics

Addiction is a difficult concept for children to grasp. Tobacco addiction is an easy way to contextualize an "uncontrollable urge" which has harmful side effects. Ask the children to look for cessation of smoking advertisements in metropolitan newspapers and on television. Over a period of one week, have them record each time a character on TV talks about wanting to stop smoking, trying to stop smoking, or an unsuccessful attempt to stop. How would it feel to be addicted? This would be a good time to discuss prevention versus treatment. Is it easier to prevent an addiction than to cure an addiction through treatment?

The distinction between legal and illegal drugs is sometimes used to excuse the ingestion of alcohol by minors. Alcoholic beverages are legal, although it is illegal for an adult to provide those beverages to an underage person. In most states, it is also illegal for a minor to "possess" alcohol. How is it better to use a legal drug in an unlawful manner than to use an illegal drug?

Vocabulary Words:

dependence
tolerance
legal drugs (substances)
illegal drugs (substances)
hallucinations
anxiety
contaminated
addiction
flashbacks
injection
panic attacks

Passport to Adventure Unit

The theme of GUS 4, as depicted in the poster, is GUS and GUSSIE traveling with their friends. Passport to Adventure has two purposes. One purpose is to reinforce a multicultural approach to prevention, but the second purpose is to reinforce the teaching of geography. Educational trend reports indicate that fewer college students can locate other countries, or even continents, on a map than in previous years. Elementary school children will develop a better association of a place on a map if they "travel" to that destination and experience aspects of being there.

If you are using cooperative learning groups, each group could select a destination from a list you prepare. It is helpful to select countries where something of interest occurs which might be available on a video tape or in magazines. If children in your classroom have visited or lived in other countries, those countries might be selected. GROWING UP STRONG is used in other countries as well and some exchange might be arranged. For example, GUS is available in Hong Kong, Canada, and Puerto Rico. Contact the Center for Child and Family Development for assistance if you wish to establish some exchange with other GUS countries. Eleven other countries have GUS classrooms and the number is growing.

There are many ways to teach this unit, but we recommend that the educational objectives include the following.

1. All children should be able to locate the destination on a globe or a map and know the capitol.

2. The children should know what language is spoken and, in non-English countries, be able to say a few words:

    - hello
    - good-bye
    - thank you
    - My name is . . .

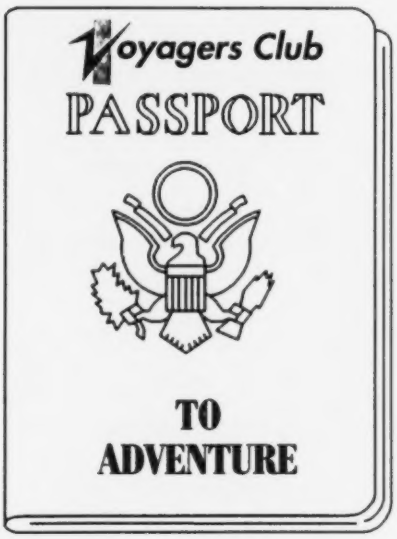
3. The children should pretend to go to the country or destination. They will need their passports and should be dressed appropriately for the weather in that country. If possible, decorate the classroom to look like the destination.

4. A stamp collector might show stamps from the destination for reinforcement. Coins from the destination are helpful, but the children could make pretend money and even learn the rate of exchange. For example, one U.S. dollar is equal to $7.80 in Hong Kong dollars. A real passport with entry/exit stamps might help the children understand the need for their pretend passports. A duplication master for making pretend passports is included.

5. If possible, your class should have a pen pal from at least one of the destinations to increase the excitement of the adventure and to encourage writing skills.

6. Your class might enjoy eating a food usually eaten in the country they visit or at least knowing what foods the children of that destination would consider special treats.

7. If an airplane travels 600 miles per hour, how long would it take the class to arrive at their destination? Rate of exchange and travel time are math skill reinforcements.



To make a passport, duplicate the master page found in the pocket of the *GROWING UP STRONG* Program Folder. Fold the page in half and then in quarters. The illustration should be on top after folding. Cut along the dotted line and staple the passport in the middle crease so it will stay together. The child's name should be written on the inside and the blank pages "stamped" when going through customs at each destination.

Stress Management in the Classroom

Children often have a more stressful environment than adults realize. Not only are they learning and experiencing new ideas, concepts, and situations on a daily basis, but they are dependent on a variety of significant adults who may be responsible to their own stress overloads.

Listed below are some classroom techniques to reduce harmful stress.

1. **Blank book journals:** children need an outlet for negative feelings that does not create a classroom distraction. A blank book journal is a series of blank pieces of paper, stapled together with a cover. Children can draw in them or write in them when the day is not going well. The journal is personal and intrusions should not be allowed. The children should learn to write in a personal code so anger toward another child (or the teacher) can be expressed without naming the person. A personal code helps to ensure privacy.

2. **Releasing test anxiety:** laughter is a great tension release. Permit your students to tell a joke before taking a test so everyone can laugh. Fourth graders are not always aware of the meaning of jokes so have the designated child tell you the joke before telling the class.

3. **Relaxation response:** teach the children to relax their bodies starting with their toes and working upward to their necks. Concentrate on relaxed toes first and then feet, ankles, arms, and necks. Standing up and pretending to be a rag doll is also helpful. Taking a deep breath and blowing it out slowly releases tension as well.

4. **Stomping on bad feelings:** on a day when the class is having a difficult time, have all the students place their bad feelings on the floor, symbolically, and then jump up and down on them. Jumping burns off excessive adrenaline and also makes everyone laugh because the class looks so silly. At the close of a "bad day", the class could get rid of the day that way so conflicts will not arise walking home or on the bus.

Stress Management Activity

The objectives of this activity are to prevent substance abuse through stress reduction, to foster a healthy learning environment, and to encourage creative expression.

1. Choose a tape or record of relaxing music.

2. Ask the children to talk about how the music makes them feel--peaceful, alert, happy, or sad. Encourage them to move with the music while sitting or standing at their desks or in a circle on the floor.

3. Have the children choose the color they associate with the music and, with their eyes closed, make dots or small marks on paper. When they open their eyes, have the children connect the dots together to make a picture of what they see in the pattern of dots. The end product may or may not be representative art. That is to say, the pictures may be recognizable or not. The objective is to experience creative expression from the feelings fostered by the music. *This could be a relaxation exercise for teachers as well as children.*

Reinforcement:

This activity can be repeated with music from other countries, a change in tempo, or ethnic music, as available. If the children particularly enjoy the activity, it could be repeated for bad weather days and when a substitute teacher is necessary.

Refusal Skills

Children need to practice refusal skills and peer support so they will be prepared if they are offered alcohol or other drugs. "Just Say No" is a catchy slogan but it does not qualify as a refusal skill. Children need to role play refusals and peer support as well as think about possible solutions to peer pressure. A hesitant refusal might provoke increased pressure while a strong refusal tends to stop an attempt to pressure a child.

Refusal Game

Make up several situations like the examples included below and have the children tell the class what GUS and GUSSIE or their friends should say or do. GUS and GUSSIE dolls or puppets are useful in practicing refusal skills and peer support. Allow the children to speak through dolls or puppets until they are comfortable speaking as individuals. In order to keep the situations authentic, older children might be asked to write situations for your class.

Situation 1: A teenager approaches GUS and GUSSIE as they are walking home from school and invites them to a "party" where they can try drugs with the big kids. What should GUS say? What should GUSSIE say?

Situation 2: Carlos tells GUS that a man offered him $20 to deliver a bag to someone. Carlos wants the money but he is scared. What should GUS say to Carlos?

Situation 3: Heather and Robin see people with needles in the park. Later, they see needles thrown on the ground. One of their schoolmates wants to pick up the needles and take them to school. What should Heather and Robin say?

Situation 4: A new classmate invites GUS and GUSSIE and their friends to his house after school for a "beer bust". He tells them, "Don't be chicken; my parents won't be home for hours." What should the group say?

Role-Playing

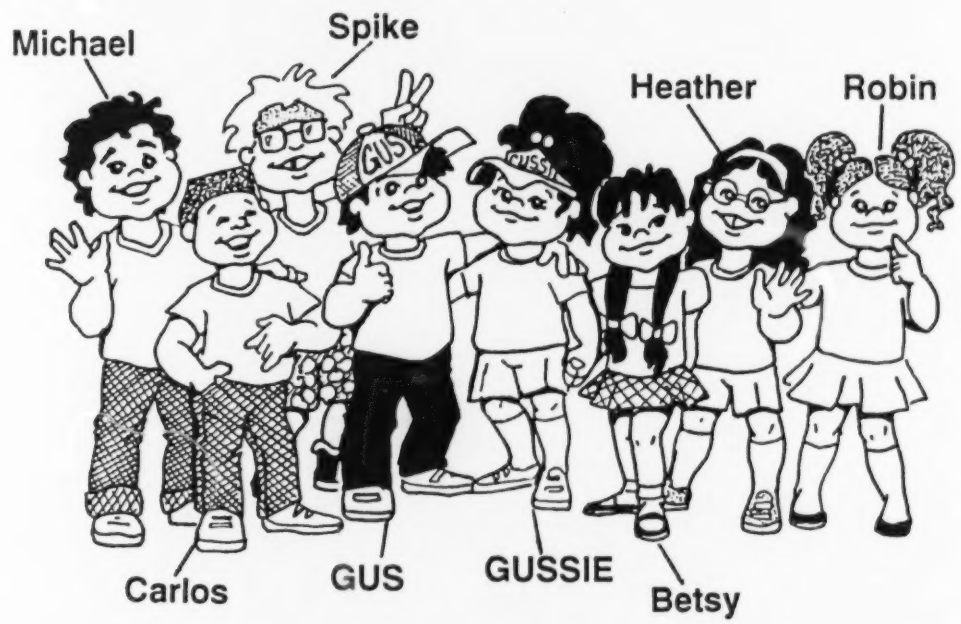
Children can help each other become assertive by role-playing and critiquing reactions to situations which require refusal skills. Each cooperative learning group or some other grouping of children can write little vignettes and role-play them for the class to critique. This activity helps children to think ahead and acquire skills they will need at a later time. If you live in an area where fourth graders are already at risk, the activity will provide assertiveness practice for the children.

Friendship

Writing is a skill which requires a lot of practice. Fourth graders can write paragraphs or short stories about GUS and GUSSIE and their friends to develop their writing skills while exploring the concept of friendship. Suggested topics are listed below:

- Carlos makes GUS angry.
- Heather and Robin both want to be GUSSIE's "best" friend.
- Michael has a fight with a big kid.
- GUSSIE breaks Betsy's computer game.
- Spike says the girls cannot play football.
- The boys are cheerleaders for the girls' soccer game.
- GUS gets in trouble when GUSSIE passes him a note.
- Heather loses Carlos' bike.
- The kids help a new student at school.
- Weekend fun with GUS and GUSSIE and their friends.

To personalize the stories, you could have the children write about something that has happened in your class, substituting GUS, GUSSIE, and friends for the children in your class.



A full-sized page of GUS and GUSSIE and their multicultural friends (shown above) is in the duplication masters in the pocket of your *GROWING UP STRONG* Program Folder. The children could color the page and keep it to inspire their writing.

Duplication Masters

Drug Facts, Not Fiction

Families Can Make a Difference

Friends Are Important People

Stress Affects Children

Healthy Bodies, Healthy Minds

Creating Special Times

Reading is *FUN*damental

Be a Good Role Model

Drug Facts, Part I

Drug Facts, Part II

Drug Facts, Part III

GUS and GUSSIE and Their Multicultural Friends

Good Friend Award

Peer Support Award

Learning Achievement Award

Voyagers Club Passport To Adventure

Voyagers Club Membership Cards and Badges

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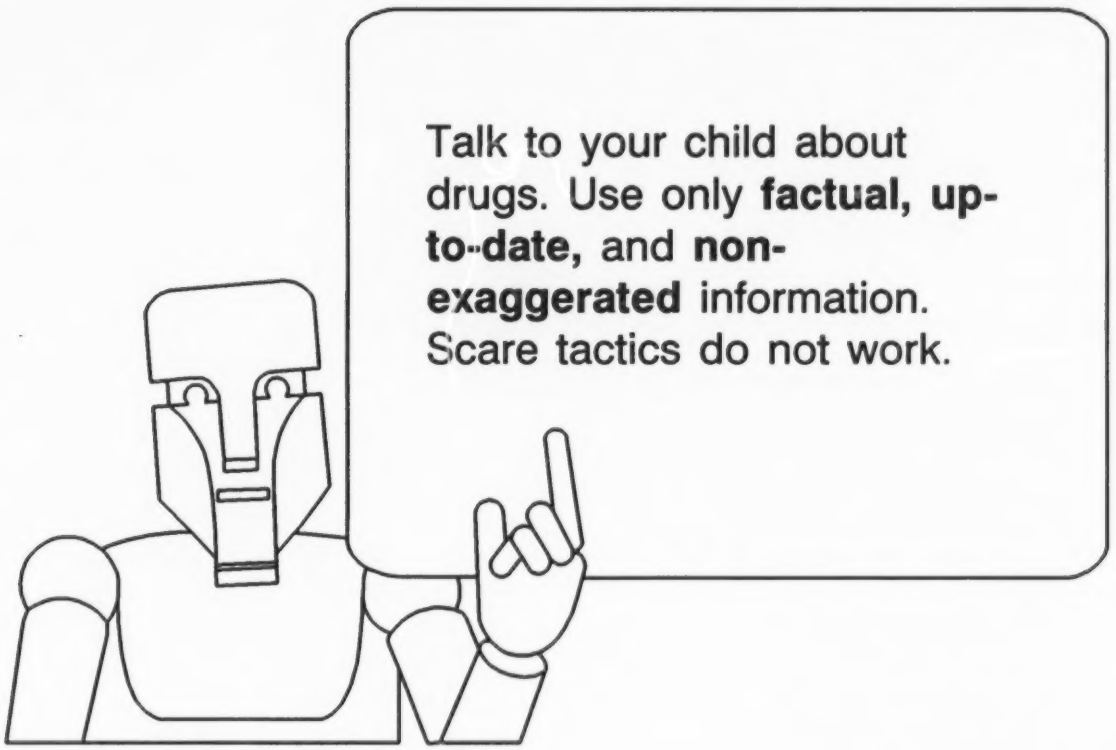
NOTES

Drug Facts, Not Fiction



GUS 4 *Drug Facts* will be sent home after they are used at school. Let your child show how much has been learned at school. Talk to your child about why people put dangerous or "bad" things in their bodies.

Children are curious about what they see on television. Talk to your child about the drug messages on television shows. Let your child know that you do not approve of drug use and why. Make a distinction between illegal drugs and prescription medicine. Explain that prescribed drugs can be abused, especially in combination with alcohol.

Honest communication is the key to educating your child about drugs.

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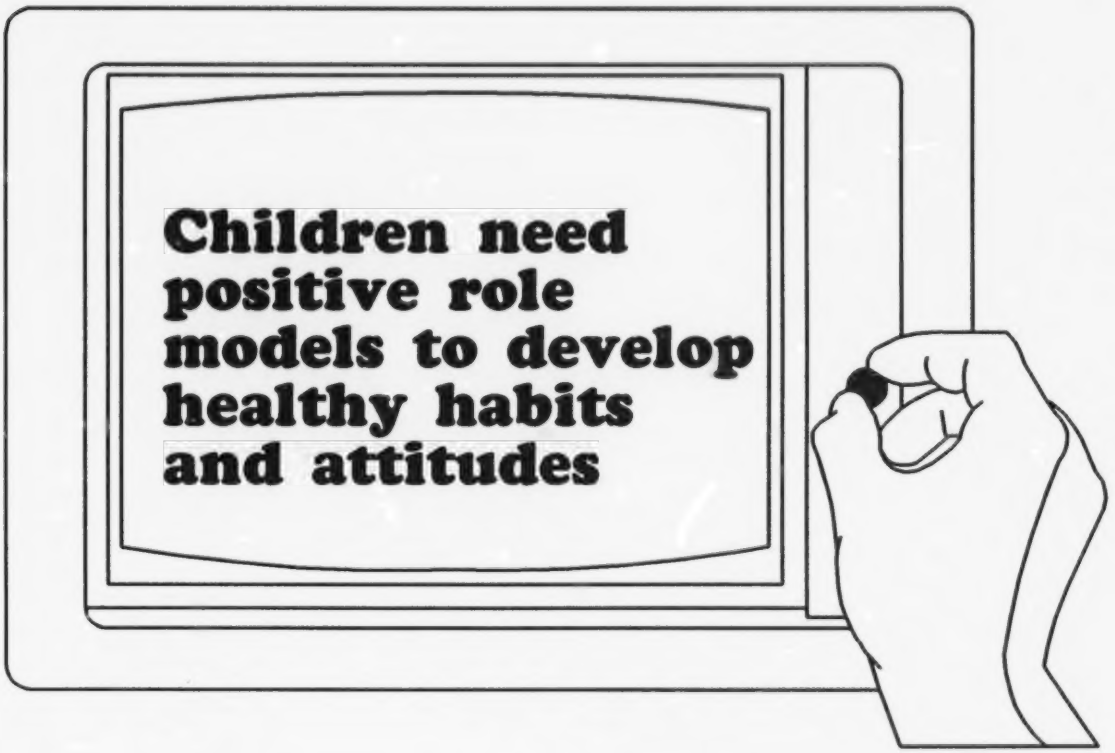

Families Can Make a Difference

Children imitate adult behavior. Very young children exaggerate adult behavior in dramatic play, pretending to be the mother or father or teacher. If you want your fourth grader to develop good mental and physical health behaviors and attitudes, you must model positive behaviors and attitudes.

Example: "I'm getting a headache from all the noise in this room. Let's all go for a walk so my head will stop hurting."

Less healthy options would be to become angry or take headache medication or perhaps have a drink. *Children notice everything that adults do.*

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Friends Are Important People

Help your child learn to make friends and be a good friend. Getting along with others is a very important life skill.

A child who has difficulty making friends after fourth grade may be desperate for acceptance by the end of sixth grade. Children who appear to choose the "wrong" friends may be attaching themselves to only children who will accept them. The price of acceptance might be poor performance in school, anti-social behavior, or drug use.

You can help your child by teaching cooperation and honest communication. In order to cooperate, children must be able to put themselves in another person's position and learn to negotiate. Practice skill-building at home by being a good listener and teaching your child to listen. Allow your child to negotiate or bargain for which television shows to watch or which chores to do.

When your child makes friends, avoid criticizing them. Try to observe the children at play to determine if you need to help your child become a better friend. Remember that small conflicts are a part of a child's first attempts to negotiate with friends.

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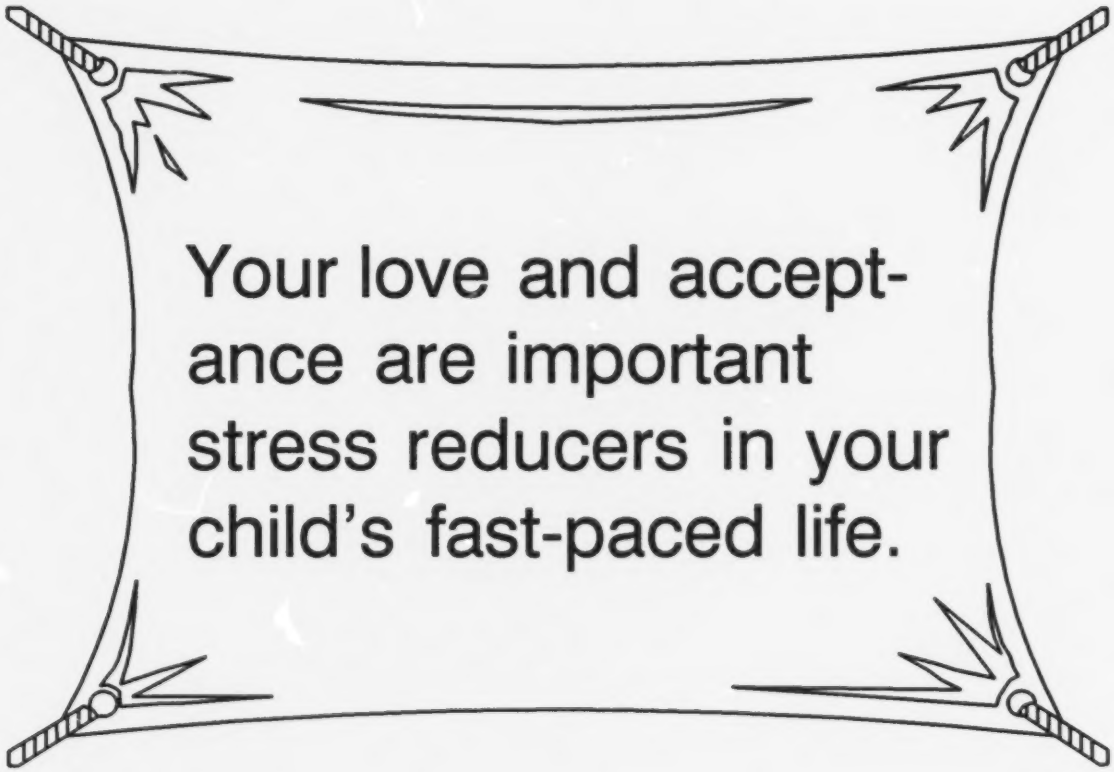
Stress Affects Children



"Good" stress helps us perform better, think faster, and feel more creative. "Bad" stress causes anxiety, inability to think or learn, and interferes with performance. Child need help learning to reduce stress. Because drugs are often used to make a person "feel better" or "forget" troubles, stress management is an important prevention tool. It is important for your child to know he has your love and acceptance regardless of possible disapproval of his grades, behavior, choice of clothing, or friends.

Common signs of stress symptoms include:

- frequent headaches
- extreme fingernail biting
- frequent stomach aches
- sleep-related problems
- worry about school performance
- unusually short tempers

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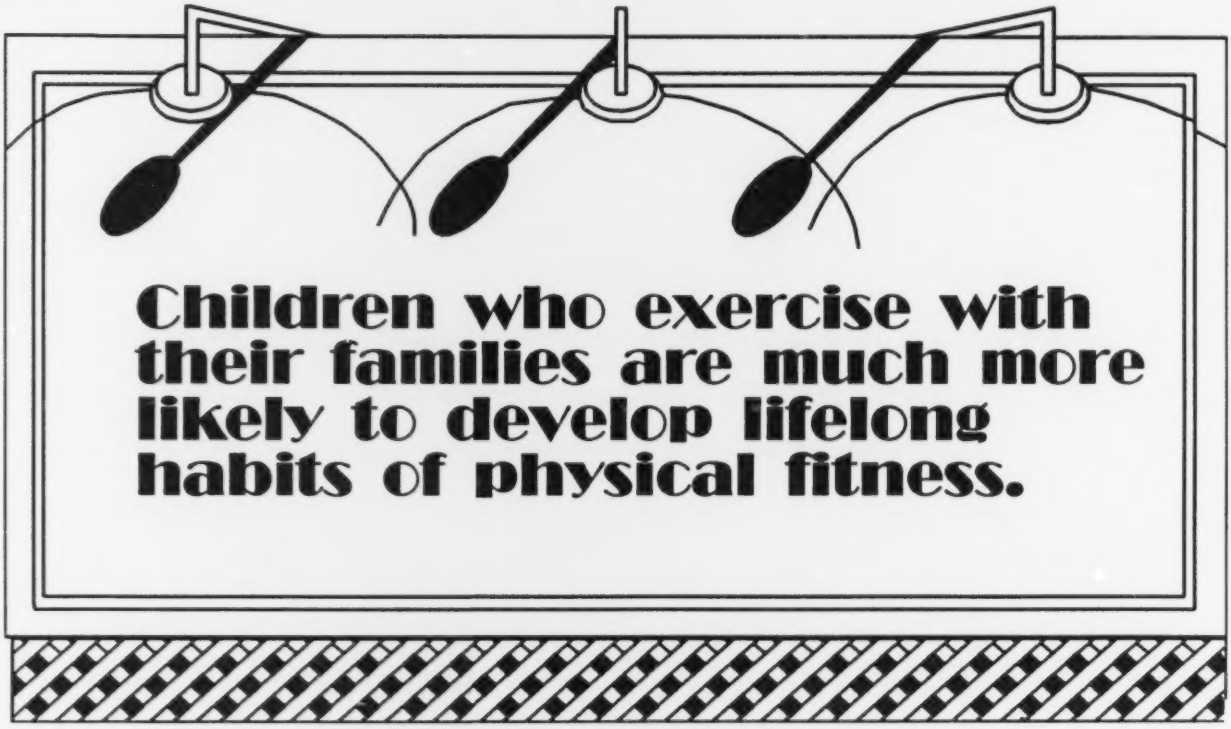

Healthy Bodies, Healthy Minds

Children who learn to take good care of themselves and their health are less likely to eat, drink, or take things which might be harmful. The best way to encourage children to have good health habits is for adults to set a good example. Getting healthy and staying healthy is a job that takes daily effort.

Plan ways to make these habits a regular part of your family's life:

- frequent exercise
- regular rest
- proper nutrition
- personal cleanliness
- proper tooth care
- plenty of laughter!

Do something just for fun at least once a week. Having fun is good for you! Laughing hard provides aerobic exercise for internal organs. A healthy body fosters a healthy mind.

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Children need to feel special, as individuals and members of a family. Protect your child's evolving self-concept by creating "special times".

Creating Special Times

A strong sense of family affords protection for a child and encourages him to make good choices in life. While everyone has a "nobody cares about me" day now and then, children who do not feel cared for learn not to care about themselves. Children who feel neglected develop a poor self-concept which leads to a myriad of mental health problems.

Special times work best when they are repeated often and become a regular part of family life. Some suggestions for creating special times include the following:

- Watch a favorite television family show each week and discuss the content afterward. Prepare a nutritious snack together before the show.
- Set aside a listening time. Listening and being sympathetic is more important than a potential solution. Children need to solve their own problems whenever possible.
- Share one of your hobbies or special interests with your child. Avoid forcing participation. Choose a different activity to share if your child shows no interest in what you wanted to share.
- Keep your sense of humor and encourage your child to see the funny side of things. Laughing together over a private joke (one between you and your child) is a pleasant way to make a child feel special.

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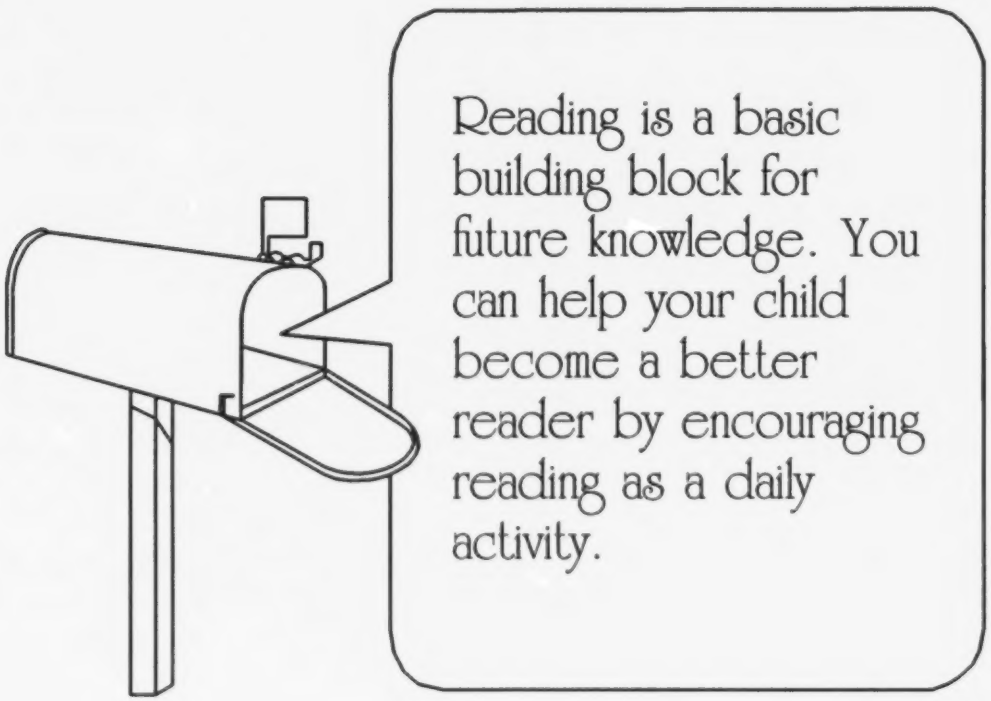
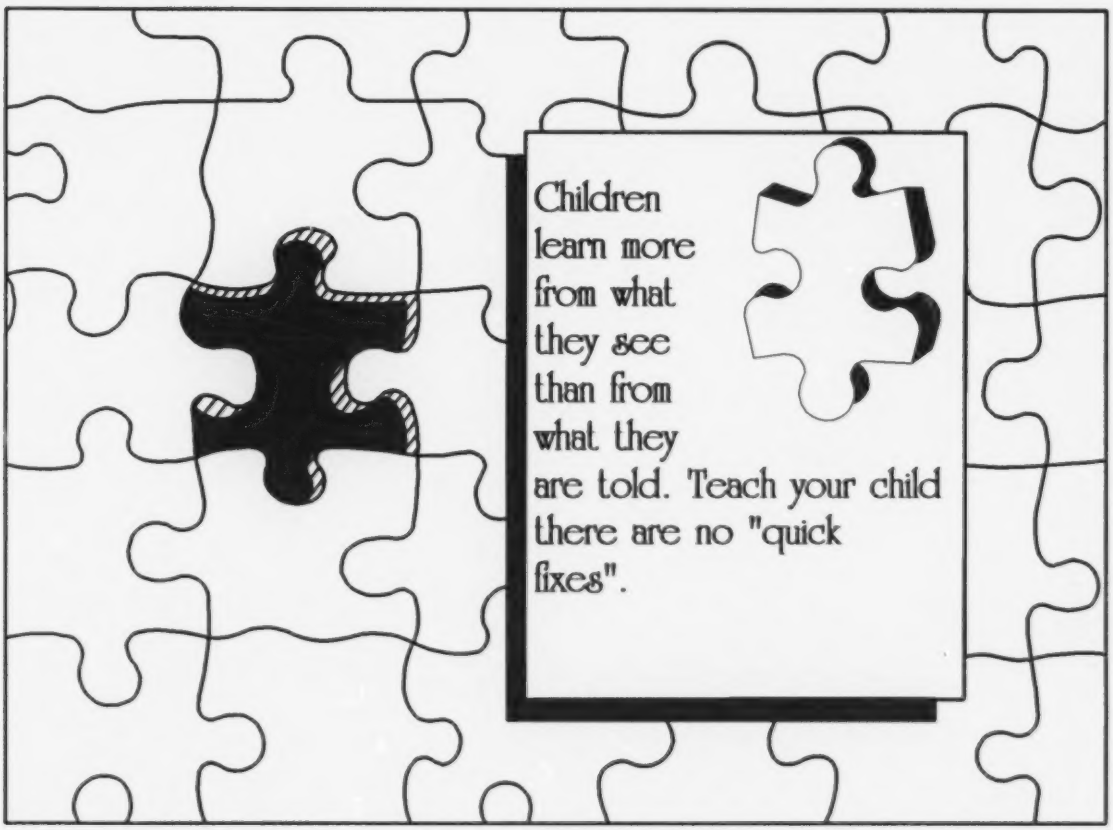
Reading Is *FUN*damental


Reading is a basic building block for future knowledge. You can help your child become a better reader by encouraging reading as a daily activity.

Good readers tend to be good students. Succeeding in school will help your child develop a positive self-concept and GROW UP STRONG.

- Be a good example. Let your child see that you read for fun and information.
- Comic books may help less motivated readers. Ask your child to tell you what the characters are saying to insure that words as well as pictures are being read.
- Encourage your child's school to follow the D.E.A.R. (Drop Everything And Read) program to promote reading as a fun activity.
- Have your child read to you, a younger child, or the whole family for five to ten minutes each night. No criticisms or corrections, please.
- Books suited to a child's interests and reading level make lasting gifts.

Be a Good Role Model



If children see us take medicine for every little thing that bothers us, they may get the idea that it is possible to fix every hurt that way. Television commercials tend to carry that message in order to market products.

This is also true of mental hurts--if we drink a beer, have a smoke, or take a pill whenever we are down, children get the idea that it is possible never to be down; that if you are feeling down you can take something to "fix" it quick.

Children need to know that being unhappy is a part of life, and there are better ways to feel good than using alcohol or other drugs. Talk it out, take a walk, or try solving the problem. There are also things we can do on a regular basis to keep ourselves feeling good: regular rest, exercise, eating properly, and *learning to get along with others.*

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Drug Facts, Part I

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

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Drug Facts, Part II

Substance	Street Names	Appearance	Usage	Comments
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked	Cocaine is a commonly abused substance with some legitimate uses. Sniffing cocaine can cause ulcers in the nasal passage. Injecting cocaine with contaminated syringes can cause AIDS, hepatitis, and other serious diseases.
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets–or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked	Crack or freebase rock is extremely addictive. The use of cocaine in any form can result in heart attack or respiratory failure.
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages	Amphetamines can be prescription drugs or made in illegal labs. Users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. An amphetamine injection can result in stroke, very high fever, or heart failure.
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Capsules, usually red, yellow, blue, or red/blue	Taken orally	Barbiturates are prescription drugs. If abused in very large doses, depressants can cause respiratory depression, coma, and death. Use can lead to both psychological and physical dependence.
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked	Heroin is an illegal substance. Tolerance develops rapidly and dependence is likely. Use of contaminated syringes may result in diseases such as AIDS and hepatitis.
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked	Phencyclidine (PCP) interrupts the functions of the section of the brain that controls the intellect. Large doses may produce convulsions, coma, and heart and lung failure.
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid	Lysergic acid (LSD) is an illegal substance and can cause increased heart rate, loss of appetite, sleeplessness, and tremors. Users may experience panic, confusion, anxiety, and loss of control.
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks–chewed, swallowed, or smoked Tablets and capsules–taken orally	Mescaline and peyote are illegal substances which can cause illusions and hallucinations. A user may have serious psychological reaction to either of these substances.
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed	Psilocybin is an illegal substance. As with all hallucinogens, users may experience delayed effects, or flashbacks after use has ceased.

Note: Peyote is legal for use in certain religious ceremonies of the Native American Church. Federal permits are required to pick, possess, or use peyote for religious purposes.

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Drug Facts, Part III

Substance	Street Names	Appearance	Usage	Comments
Designer Drugs				
In order to circumvent, or get around, legal restrictions on chemical formulas for legal drugs, underground chemists modify the molecular structure of illegal drugs to produce analogs known as designer drugs. These substances can be several hundred times stronger than the drugs they are designed to imitate.				
Analogs of Phencyclidine (PCP)	PCPy PCE	White powder	Taken orally Injected Smoked	This PCP analog can cause delusions, hallucinations, and impaired perception.
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	Ecstasy MDM STP PMA	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages	These analogs can cause nausea, blurred vision, chills or sweating, and faintness. Even one dose can cause brain damage.
Analogs of Fentanyl and Meperidine (Narcotic)	Synthetic Heroin China White MPTP MPPP	White powder often resembling heroin	Inhaled through nasal passages Injected	The narcotic analogs can cause symptoms such as those seen in Parkinson's Disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.
Prescription or Controlled Substances				
Stimulants	Amphetamine Ritalin Cylert Voranil Sandrex	Pills Capsules Tablets	Taken orally Injected	Using large amounts of stimulants over a long period of time can cause hallucinations, delusions, and paranoia.
Tranquilizers	Valium Librium Equanil Miltown	Tablets Capsules	Taken orally	The use of depressants can cause both physical and psychological dependence.
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally	Larger doses can produce slurred speech, staggering gait, and altered perception.

Over-the-counter substances are often mistakenly considered safe because they are sold without prescription. The overuse of many of these substances can produce strong side effects, especially when they are combined with alcohol or other drugs. Even caffeine-based substances, such as anti-fatigue products, can cause behavioral changes such as anxiety and restlessness. Children should be supervised by a responsible adult whenever taking any medication.

Anabolic steroids are a group of powerful compounds closely related to the hormone testosterone. Legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer. Users subject themselves to more than 70 side effects ranging from acne to liver cancer, including some psychological reactions. The cardiovascular and reproductive systems and the liver are most seriously affected by steroid use. Steroids are available orally as tablets, capsules, or liquids.

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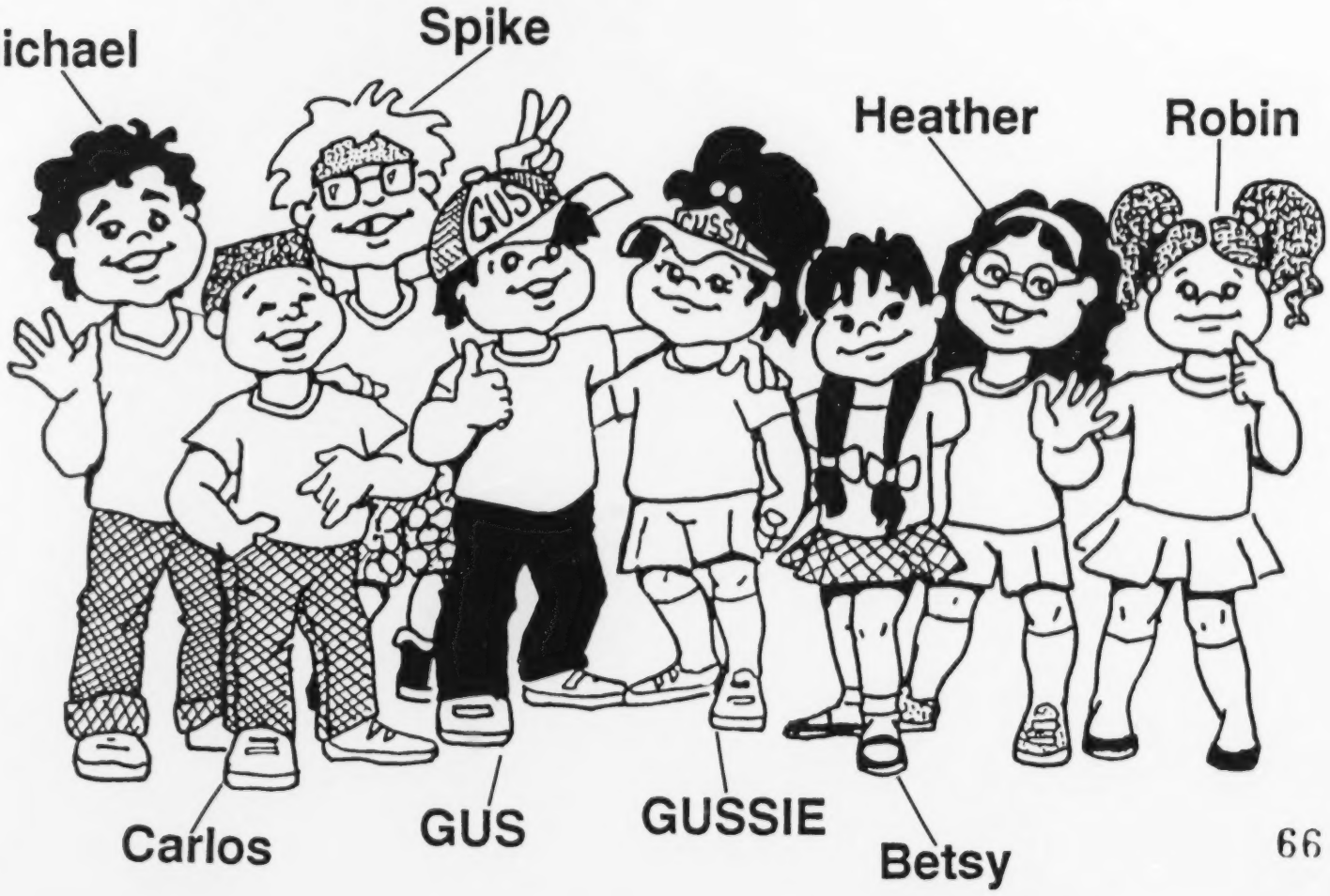
GUS and GUSSIE
and
Their Multicultural Friends



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GOOD FRIEND AWARD

_____ has

demonstrated the qualities of

a good friend on _____, 19____

_____

Signature

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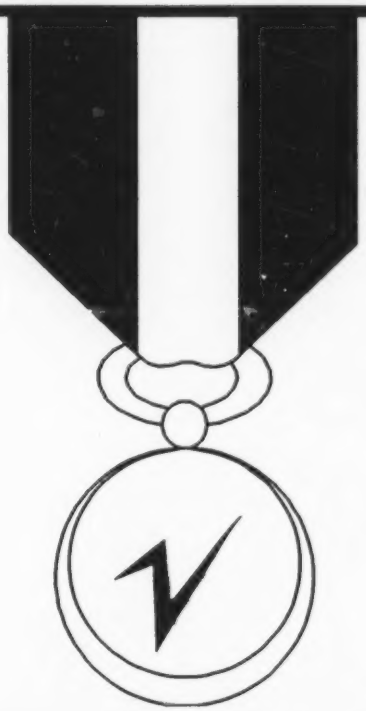

PEER SUPPORT AWARD

_____ has helped

classmates to exhibit socially

acceptable behavior in order

to GROW UP STRONG.

_____ _____

Date Signature

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LEARNING ACHIEVEMENT AWARD

_____ has

learned to _____

while a member of the Voyagers Club at

_____ School.

_____ _____

Date Signature

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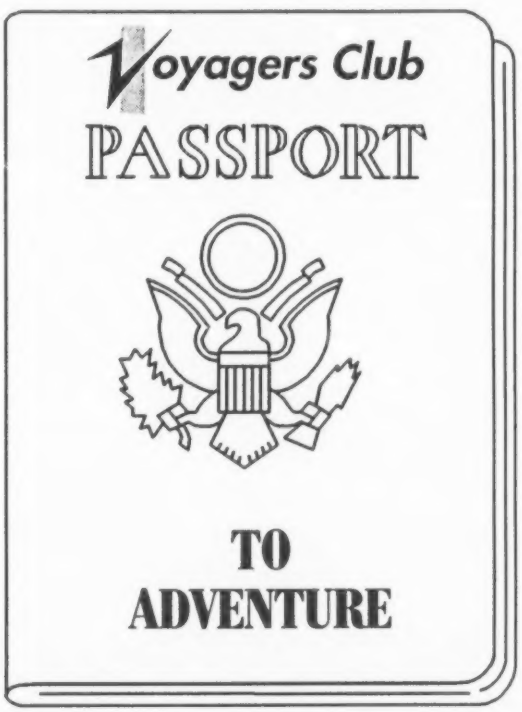
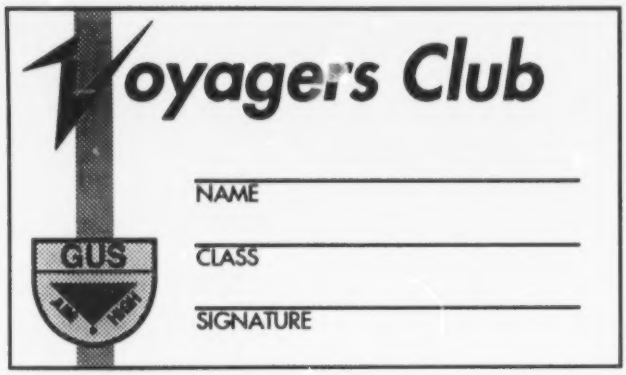
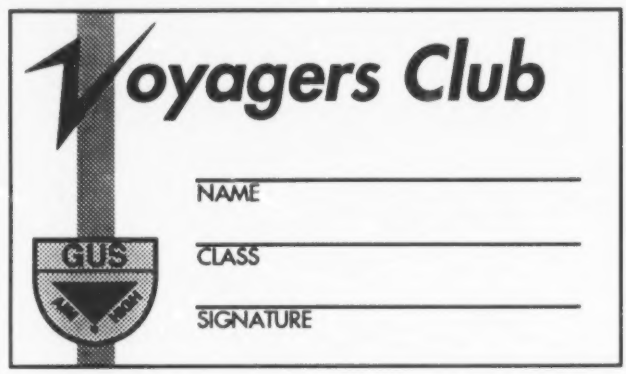
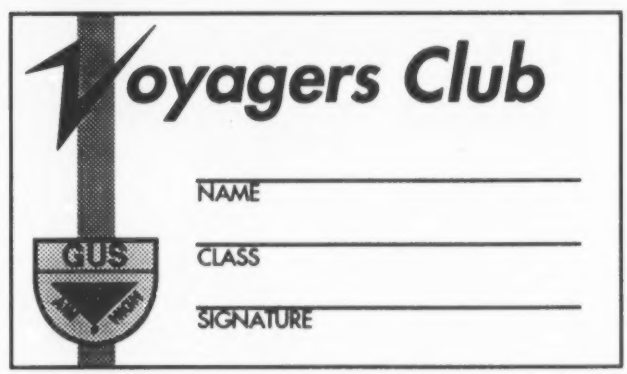
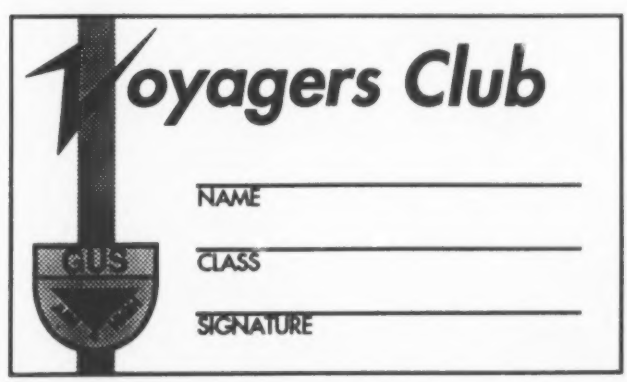

Voyagers Club
PASSPORT
TO
ADVENTURE









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GROWING • UP • STRONG™

GROWING UP STRONG (GUS) is a mental wellness and substance abuse prevention program for children in preschool through sixth grade with Spanish Bilingual and American Indian supplements. Developed by the Center for Child and Family Development at the University of Oklahoma in partnership with the Oklahoma Department of Mental Health and Substance Abuse Services, GUS is:

- ☑ **Research-based**
- ☑ **Adaptable**
- ☑ **Proven Effective**
- ☑ **Affordable**
- ☑ **Multicultural**
- ☑ **Replicable**

GUS promotes a positive self-concept through enhanced self-esteem and:

Life Skills Development

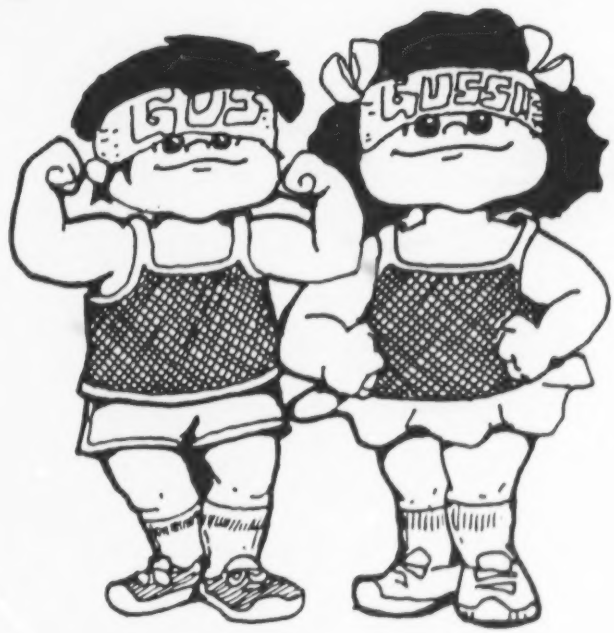
- decision-making
- accepting responsibility
- problem-solving
- assertiveness
- personal safety

Family Involvement

Cross-Age Education

- peer leadership
- peer support

Cooperative Learning

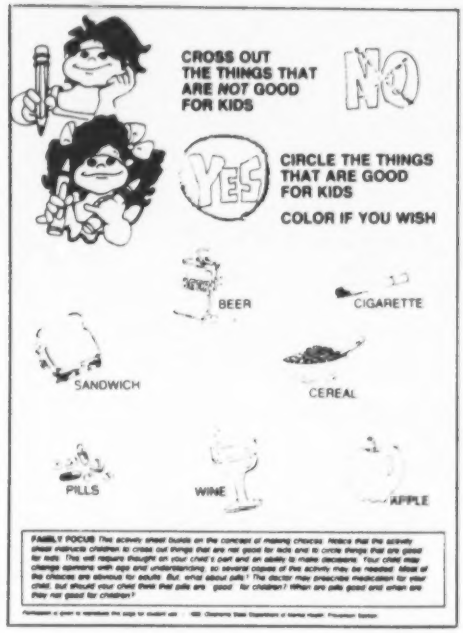


Center for Child and Family Development
555 E. Constitution St., Suite 221
Norman, Oklahoma 73037-0005
(405)325-1446

Continuing Education and Public Service
The University of Oklahoma

2/91

Sample Activities from the GROWING UP STRONG™ Program



Spanish Bilingual Sample

Plan Now for On-Site Training

The Center for Child and Family Development offers on-site training for GROWING UP STRONG from the preschool program through sixth grade. GUS training is individualized to meet the specific needs of each school district or child development program so the costs will vary.

On-site training ranges from a two-hour overview to a comprehensive training and evaluation package. Certified GUS Master Trainers are located throughout the United States to further reduce training costs.

For additional information or to arrange on-site training contact: Center for Child and Family Development, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446; (800)522-0772 ext. 1446 (inside Oklahoma); (800)523-7363 ext. 1446 (outside Oklahoma).

GUS ORDER FORM

GROWING UP STRONG Kits

We recommend one kit per teacher. Prices are subject to change without prior notification.

GROWING UP STRONG™
for Preschoolers (Second Edition)
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Kindergarten and First Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Second and Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fourth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fifth and Sixth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

Spanish Bilingual Supplement
for Preschoolers
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

Spanish Bilingual Supplement
for Kindergarten through Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

American Indian Supplement
for Preschoolers through Third Graders
Contains a GUS folder, Teacher's Guide, and a GUS poster.
_____ Kit(s) @ $20 = $ _____

Make your check, money order, or purchase order payable to the University of Oklahoma (no cash, please). A purchase order number is required on all orders to be billed to schools, agencies, and other organizations.

Total Page 1 = $ _____

Total Page 2 = $ _____

Postage & Handling (10%) = $ _____

Grand Total = $ _____

Send your completed order to: Center for Child and Family Development, The University of Oklahoma, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446

Name _____ Billing Address _____

Title _____ City _____ State _____ Zip _____

Agency _____ Purchase Order Number _____

GUS ORDER FORM

Dolls, Puppets and Accessories

GUS and GUSSIE
Soft-sculpture Dolls
GUS and GUSSIE are trademarks of the GROWING UP STRONG™ program. The dolls become the children's friends and confidants. Each set contains one GUS and one GUSSIE doll in a clear vinyl carrying bag. The dolls are clothed in denim shorts and GROWING UP STRONG™ t-shirts.

20" dolls are recommended for preschool through first grade. # ____ 20" doll sets @ $49 = $ _____

24" dolls are recommended for second and third grades. # ____ 24" doll sets @ $59 = $ _____

GUS and GUSSIE Puppets
Colorful, felt, hand puppets for use in classroom activities preschool through fourth grade. Each set contains a GUS and a GUSSIE.

____ sets GUS Preschool puppets @ $15 = $ _____
____ sets GUS Grade K-1 puppets @ $15 = $ _____
____ sets GUS Grade 2-3 puppets @ $15 = $ _____
____ sets GUS Grade 4 puppets @ $15 = $ _____

GUS and GUSSIE's Multicultural Friends
Six multicultural puppet friends for use with preschool through fourth grade. # ____ sets MCF puppets @ $45 = $ _____

GROWING UP STRONG™ Buttons
Colorful buttons proclaim "I'm GROWING UP STRONG!"
____ sets of 50 buttons @ $15 = $ _____

GROWING UP STRONG™ Magnets
Vinyl covered magnets help children display their artwork and activities at home. # ____ sets of 50 magnets @ $25 = $ _____

Happygrams and Award-O-Grams
Brightly colored, printed awards for positive reinforcement that children can share with their families. Packaged for immediate use.

____ *sets of 100 Happygrams @ $10* = $ _____
____ *sets of 100 Award-O-Grams @ $10* = $ _____

Total Page 2 = $ _____

Transfer this total to Page 1